Home Economics - Clothing and Textiles I

General Standard: The learner demonstrates understanding of Personal Entrepreneurial Competencies (PECs), the environment and market, and the process/production and delivery of quality household linens, soft furnishings and pajamas (shirt and pants).
## Quarter 1: Household Linens  
### Topic: Personal Entrepreneurial Competencies (PECs)  
### Time Frame: 2 days

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<tr>
<td><strong>Content Standard:</strong></td>
<td>The learner demonstrates understanding of Personal Entrepreneurial Competencies (PECs) such as characteristics, attributes, lifestyles, skills, traits, etc. in sewing. Analysis and interpretation of PECs by achievement, planning and power clusters.</td>
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<tr>
<td><strong>Performance Standard:</strong></td>
<td>The learner prepares, based on PECs, a plan of action that addresses his/her areas of development and areas of strength in household linens business.</td>
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### Essential Understanding(s):
Successful entrepreneurs like those engaged in sewing continuously develop and improve their PECs.

### Essential Question(s):
How does one ensure success in a chosen entrepreneurial career like sewing?

**Learners will know:**
- Personal competencies
  - Characteristics
  - Attributes
  - Lifestyles
  - Skills
  - Traits
- Cluster of PECs
  - Achievement
  - Planning
  - Power

**Learners will be able to:**
- Analyze the competencies of PECs
- Interpret the clusters of PECs such as achievement, planning and power
- Prepare a plan of action
- Improve areas of strength
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<tr>
<th>Product or Performance Task:</th>
<th>Evidence at the level of understanding</th>
<th>Evidence at the level of performance</th>
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<tr>
<td>Plan of action, based on PECs, addressing one’s areas of development and areas of strength.</td>
<td><strong>Explanation</strong>: Describe their PECs focusing on strengths and development areas. Criteria: a. Clear b. Comprehensive c. Concise</td>
<td>Assessment of the plan of action based on the following criteria:</td>
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<td><strong>Application</strong>: Apply their PECs in pursuing a chosen entrepreneurial activity. Criteria: a. Appropriate b. Effective c. Practical</td>
<td>2. Appropriateness of strategies in terms of addressing personal areas of development and improving one’s areas and strength.</td>
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<td><strong>Perspective</strong>: Express their thoughts on the importance of PECs from the viewpoint of a seasoned entrepreneur. Criteria: a. Valid b. Relevant c. Plausible</td>
<td>3. Doability</td>
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<td>Empathy:</td>
<td>Express the feelings of an entrepreneur who finds difficulty in coping with the PECs of a chosen career.</td>
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</tbody>
</table>
| Criteria: | a. Open-minded  
|          | b. Objective  
|          | c. Sensitive |
| Self-knowledge: | Assess, based on the results of PECs, their level of confidence as a prospective entrepreneur in sewing. |
| Criteria: | a. Reflective  
|          | b. Insightful  
|          | c. Objective |
Teaching - Learning Sequence:

1. EXPLORE
   - Ask learners to name people in the community who are successful in household linens business
     - Why are they successful?
     - Do you wish to be like them?
   - Explain to learners the importance of assessing their PECs
   - Guide learners in assessing their PECs on the following:
     - Character
     - Attribute
     - Lifestyle
     - Skills
     - Traits
     (Note: Refer to Appendix A for a copy of the PECs. This could be reproduced according to the number of learners in class)
   - Assist learners in analyzing and interpreting the results of the assessment of their PECs.
     Refer to Appendix B on how to interpret the results of PECs.
   - Ask EQ to draw out the initial understanding of learners about how entrepreneurs succeed in their chosen career. Teacher may distribute meta cards for students to write their answers. These may be posted on the wall and revisited during the FIRMING UP.

2. FIRM UP
   - In order to firm up their understanding, learners may be asked to work individually or in groups in collecting information about how entrepreneurs engaged in sewing succeed. Some suggested activities: interview with successful entrepreneurs in sewing, inviting successful entrepreneurs as resource persons in class, video documentaries of successful entrepreneurs, web searching, etc.
   - Have learners analyze (in the form of a chart, Venn Diagram or Comparison Alley, etc.) the similarities and differences among successful entrepreneurs engaged in sewing using the following aspects: characteristics, traits, attributes, lifestyles, skills
   - Have learners reflect/ rethink their understanding of how entrepreneurs such as those engaged in sewing succeed in their chosen field. Refer students to their answers posted on the wall.
   - Process learners’ learning and check it against EU.
   - Check learners’ understanding against the content standard.
3. DEEPEN
   • Have learners align their PECs with those of a successful entrepreneur of their choice.
   • Have learners reflect on their development areas as well as their areas of strength. Ask what they plan to do with them.
   • Ask learners to express the EU.
   • Assess learners at the level of understanding. (Refer to the assessment in Stage 2 using the 6 FUs)

4. TRANSFER
   • Have learners prepare a plan of action that addresses their areas of development and strength based on their PECs.
   • Assess learners’ plan of action based on the criteria provided in Stage 2 (Assessment at the Level of Performance).

Resources/Materials/Equipment Needed
   • Textbooks/KAB Modules
   • Scripts
   • Graphic organizers
   • Charts/Pictures/Video/Multimedia
   • Questionnaires/Checklists/Handouts/Survey Forms, etc.
   • Profile of entrepreneurs

Quarter 1: Household Linens  |  Topic: Environment and Market  |  Time Frame: 6 days
### Stage 1

**Content Standard:**
The learner demonstrates understanding of the environment and market for sewing as an entrepreneurial career.

- **Key Ideas**
  - Consumer needs and wants
  - Existing industry related to sewing
  - Products/services that satisfy the needs and wants of target customers

- **Key Processes**
  - SWOT analysis
  - Formulation of business ideas
  - Opportunity seeking and seizing

**Performance Standard:**
The learner formulates a business idea based on the analysis of the immediate environment and market for household linens.

**Essential Understanding(s):**
The needs and wants of the target market and industry help determine the product to be produced and/or service to be offered.

One’s choice of entrepreneurial activity is influenced by the needs and wants of the consumers.

Seeking and responding effectively to a business opportunity are the bases for starting and maintaining a successful business venture.

**Essential Question(s):**
How does one determine the needs and wants of the target market and industry in the immediate community?

How does one select an entrepreneurial activity to be pursued?

How can one respond effectively to a business opportunity?

**Learners will know:**
- Consumer needs and wants
- Existing industry related to embroidery
- Products/services that satisfy the needs and wants of target consumers
- SWOT analysis
- Formulation of business idea
- Opportunity seeking and seizing

**Learners will be able to:**
- Prepare SWOT analysis
- Formulate an action plan on business opportunity
- Formulate a business idea from data analysis

### Stage 2
| **Product or Performance Task:** Formulation of a business idea based on the analysis of the immediate environment and market. | **Evidence at the level of understanding** 
Learners should be able to demonstrate understanding by covering the six (6) facets of understanding:  
**Explanation:** Explain the importance of the immediate environment and market in identifying business opportunities in household linens. 
Criteria:  
   a. Clear  
   b. Comprehensive  
   c. Concise  
   d. Coherent  
**Interpretation:** Interpret the data gathered from the immediate environment and market in identifying business opportunities in household linens. 
Criteria:  
   a. Reliable  
   b. Accurate  
   c. Objective  
   d. Relevant  
   e. Valid  
**Application:** Generate business ideas from data analysis of existing industry related to household linens. 
Criteria:  
   a. Appropriate  
   b. Innovative  
   c. Practical | **Evidence at the level of performance** 
Assessment of formulated business idea based on the following criteria:  
- Profitable  
- Feasible  
- Practical  
- Responsive to consumer needs and wants  
- Innovative |
**Perspective:** Express from the point of view of a business owner the importance of scanning the environment and market in generating business ideas for existing industries.
Criteria:
   a. Valid
   b. Relevant
   c. Insightful

**Empathy:** Express their feelings when entrepreneurs offer the same type of business in a community.
Criteria:
   a. Objective
   b. Persuasive
   c. Sensitive
   d. Open-minded

**Self-knowledge:** Self-assess their level of confidence in formulating business ideas related to sewing household linens.
Criteria:
   a. Reflective
   b. Insightful
   c. Objective
Entrepreneurs who want to take advantage of business opportunities need to explore the economic, cultural, and social conditions prevailing in the community. Needs and wants of people in a certain community that are not met may be considered as business opportunities. Identifying the needs of the community, its resources, available local specialized skills, and appropriate technology can help a new entrepreneur in seizing a business opportunity. Hence, the learners shall:

1. **EXPLORE**
   - Guide the learner in assessing their prior knowledge on environment and market for sewing household linens as an entrepreneurial lens in generating business idea/s through a diagnostic test, K-W-L and other appropriate teaching and learning tools.
   - Have the learner assess his/her immediate environment and market for household linens to determine the existing industries, needs and wants of target market with the use of the following:
     - Survey questionnaire;
     - Interview guide;
     - Checklist, etc.
     - SWOT analysis
   - Ask EQs to draw out learners understanding of environment and market in generating business ideas related to the production of household linens.

2. **FIRM UP**
   - Lead learners in analyzing the assessment conducted on the environment and market for the existing household linens business in the immediate locality.
   - Assist learners in conducting a community mapping to identify business establishments or industries related to household linens production in the immediate locality.
   - Guide learners in making a graphical presentation of the information on household linens production as a result of the data-gathering activity such as: interview, survey, community mapping, etc.,
   - Help learners in presenting the result of the data-gathering activity reflective of the needs and wants of the target market for household linens.
   - Ask learners to do supplementary reading and other compensatory activity to support the information presented.
3. DEEPEN
   • Assist learners in conducting an interview with a seasoned entrepreneur to gather salient information as regards the manner he/she was able to seize a business opportunity relative to household linens production.
   • Compare whether the information derived from the interview will complement/harmonize with their skills in formulating business ideas.
   • Assess learners’ level of understanding. (Refer to the Assessment in Stage 2).

4. TRANSFER
   • Ask the learner to formulate a business idea as a result of the SWOT analysis of the environment and market for household linens.
   • Assess the learner’s business idea based on the criteria provided in Stage 2 (Assessment at the Level of Performance).

Resources/Materials/Equipment Needed:
   • Textbooks
   • KAB Modules
   • Magazines/Journals/ Articles on supply and demand and existing industry
<table>
<thead>
<tr>
<th>Quarter 1: Household Linens</th>
<th>Topic: Production of Household Linens</th>
<th>Time Frame: 35 days</th>
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**Content Standard:**
The learner demonstrates understanding of the basic concepts and principles underlying the process and delivery in sewing
- process flow in sewing household linen such as refrigerator covers, pillow cases, bed covers, bed covers, dining table covers, etc.
- project plan
- four (4) Ms (manpower, materials, machine, methods) of production in sewing household linen
- evaluation of finished products
- cost of production
- pricing of products
- packaging and marketing of products

**Performance Standard:**
The learner produces marketable original/new household linen following the basic concepts and principles underlying the process and delivery in sewing.

**Essential Understanding(s):**
Applying the basic concepts and principles underlying the process and delivery in sewing is essential in producing marketable household linen.

**Essential Question(s):**
Why do we need to understand the basic concepts and principles underlying the process and delivery in sewing household linen?

**Learners will know:**
- Sewing tools and equipment
- Operating the sewing machine
- Sewing machine troubles, causes and remedies
- The basic techniques in sewing
  - Basic stitches
  - Seams and seam finishes
- Principles of design
- Materials suitable for household linens
- Project planning

**Learners will be able to:**
- Use sewing tools and equipment according to their functions
- Operate the sewing machine properly
- Trouble shoot simple sewing machine troubles
- Follow steps in making basic stitches, seams and seam finishes
- Apply the principles of design
- Select suitable materials for a particular household linen
- Make a functional project plan including the 4Ms of production
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Career Pathways – Technology and Livelihood Education

- Systematic work procedure, work standards and work ethics
- Sewing household linens such as:
  - Refrigerator cover
  - Bed cover
  - Dining table cover
  - Pillow case
  - Others
- Costing
- Pricing
- Packaging and marketing
- Exhibiting of finished products

- Follow a systematic work procedure, work standards and work ethics
- Follow the step-by-step the procedure in sewing household linens such as refrigerator cover, bed cover, dining table cover, pillow case, etc.

- Compute for the cost of production and pricing of products
- Adopt the appropriate marketing strategies
- Exhibit finished household linens

### Stage 2

**Product or Performance Task:**
Marketable original/new household linen using the appropriate sewing procedure

Demonstration of the process in sewing marketable household linen

**Evidence at the level of understanding**
Learners should be able to demonstrate understanding by covering the six (6) facets of understanding:

**Explanation:** Explain the basic concepts and principles underlying the process and delivery in sewing household linens.

Criteria:
- a. Clear
- b. Comprehensive
- c. Scientific basis

**Interpretation:** Show the significance of the process and delivery in sewing household linens.

Criteria:
- a. Original
- b. Creative

**Evidence at the level of performance**
Assessment of household linens based on marketability (quality, appearance, price) and originality (value-added uniqueness)

Assessment of performance
- Compliance to standards (tools, equipment, materials)
- Application of procedure
- Observance of work habits
- Speed/Time
Application: Design household linens based on the principles of sewing.
Criteria:
  a. Appropriate
  b. Creative
  c. Cost-beneficial

Perspective: Compare and contrast the process and delivery of the different household linens.
Criteria:
  a. Clear
  b. Concise
  c. Appropriate

Empathy: Share their thoughts on how it feels to have gainful returns in household linens production.
Criteria:
  a. Profitable
  b. Quality

Self-Knowledge: Self-assess their knowledge in producing marketable household linens.
  a. Clear
  b. Self-Confidence
As a variety of ready made household linens increasingly grows, there is also a trend towards home/school sewing. With the spiraling prices today, you should learn to sew different kinds of household linens with variety of designs. Much can be saved if you sew your own and can also be an opportunity to have an income if you sew for others.

1. EXPLORE
   - Guide learners in assessing their prior knowledge and understanding in the production of household linens through paper and pencil, performance test and other assessment tools.
   - Guide learners survey a nearby shop or sub contractors making household linens. Let learners prepare survey questionnaire checklist which will focus on:
     - types of household linen produced
     - designs of household linens
     - materials used for a particular item
     - demands for a particular product
   - Provide learners pictures/video clips on the production household linens.
   - Process learners understanding of the pictures and video clip presentation by asking leading questions focusing on the production process of household linens.
   - Draw learners’ initial understanding of the need to understand the basic concepts and principles underlying the process of delivery in the production of household linens.

2. FIRM UP
   - Have learners research on the 4 Ms (materials, machine, method, and manpower) of production needed in producing quality household linens.
   - Encourage learners to gather essential information related to household linen production. Learners can use any of the following:
     - interview with successful sewer
     - web-based resources
     - reading materials (books, bulletins and others)
   - Guide learners in preparing a project plan on the production of household linens.
   - Have learners familiarize themselves with the different processes involved in producing household linens.
   - Encourage learners to reflect, revise, and rethink their understanding in consideration of the processes,
information/learning in the production of household linens.

- Have learners assess themselves on their understanding of the concepts of household linen production. Check this against the content standard.

3. DEEPEN

- Have learners translate the project plan into quality household linens based on the given standard procedure.
- Assist learners in computing for the cost of production and selling price of household linen products.
- Encourage learners to reflect on and revise their project plan.
- Guide learners in expressing their understanding. Check this against the Essential Understanding (EU) and content standard in sewing household linen.
- Have learners assess their level of understanding. (Refer to Stage 2, Assessment on the Level of Understanding)

4. Transfer:

- Have learners produce marketable original/new household linen/s applying the basic concepts and principles in sewing.
- Encourage learners to exhibit household linens (bazaar, fair, etc.)
- Assess learners’ level of performance. (Refer to Stage 2, Assessment on the Level of Performance)

Resources/Materials/Equipment Needed:

- Textbooks/ KAB Modules
- Magazines/Journals/Catalogues
- Samples/swatches of household linens
- Sewing tools and equipment, cloth and thread
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<th>Quarter 2 : Soft Furnishings</th>
<th>Topic: Personal Entrepreneurial Competencies (PECs)</th>
<th>Time Frame: 2 days</th>
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| **Content Standard:**      | The learner demonstrates understanding of Personal Entrepreneurial Competencies (PECs) such as characteristics, attributes, lifestyles, skills, traits, etc. in sewing soft furnishings. | **Performance Standard:**  
The learner prepares, based on PECs, a plan of action that addresses his/her areas of development and areas of strength in soft furnishings business. |

Analysis and interpretation of PECs by achievement, planning and power clusters.

**Essential Understanding(s):**  
Successful entrepreneurs like those engaged in household linens business continuously develop and improve their PECs.

**Essential Question(s):**  
How does one ensure success in a chosen entrepreneurial career like sewing?

**Learners will know:**
- Personal competencies
  - Characteristics
  - Attributes
  - Lifestyles
  - Skills
  - Traits
- Cluster of PECs
  - Achievement
  - Planning
  - Power

**Learners will be able to:**
- Analyze the competencies of PECs
- Interpret the clusters of PECs such as achievement, planning and power
- Prepare a plan of action
- Improve areas of strength
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<td><strong>Product or Performance Task:</strong> Plan of action, based on PECs, addressing one’s areas of development and areas of strength</td>
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<td><strong>Evidence at the level of understanding</strong>&lt;br&gt;Learners should be able to demonstrate understanding by covering the six (6) facets of understanding:&lt;br&gt;&lt;br&gt;<strong>Explanation:</strong> Describe their PECs focusing on strengths and development areas.&lt;br&gt;Criteria:&lt;br&gt;  a. Clear&lt;br&gt;  b. Comprehensive&lt;br&gt;  c. Concise&lt;br&gt;&lt;br&gt;<strong>Interpretation:</strong> Compare their PECs with those of a successful practitioner.&lt;br&gt;Criteria:&lt;br&gt;  a. Objective&lt;br&gt;  b. Focused&lt;br&gt;  c. Conclusive&lt;br&gt;&lt;br&gt;<strong>Application:</strong> Apply their PECs in pursuing a chosen entrepreneurial activity.&lt;br&gt;Criteria:&lt;br&gt;  a. Appropriate&lt;br&gt;  b. Effective&lt;br&gt;  c. Practical&lt;br&gt;&lt;br&gt;<strong>Perspective:</strong> Express their thoughts on the importance of PECs from the viewpoint of a seasoned entrepreneur.&lt;br&gt;Criteria:</td>
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<td><strong>Evidence at the level of performance</strong>&lt;br&gt;Assessment of the plan of action based on the following criteria:&lt;br&gt;1. Comprehensiveness&lt;br&gt;2. Appropriateness of strategies in terms of addressing personal areas of development and improving one’s areas and strength.&lt;br&gt;3. Doability</td>
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a. Valid  
b. Relevant  
c. Plausible  
d. Sensitive  

**Empathy:** Express the feelings of an entrepreneur who finds difficulty in coping with the PECs of a chosen career.  
Criteria:  
a. Open-minded  
b. Objective  
c. Sensitive  

**Self-knowledge:** Assess, based on the results of PECs, their level of confidence as a prospective entrepreneur in sewing.  
Criteria:  
a. Reflective  
b. Insightful  
c. Objective
## Stage 3

### Teaching - Learning Sequence:

1. **EXPLORE**
   - Ask learners to name people in the community who are successful in their soft furnishings business.
     - Why are they successful?
     - Do you wish to be like them?
   - Explain to learners the importance of assessing their PECs
   - Guide learners in assessing their PECs on the following:
     - Character
     - Attribute
     - Lifestyle
     - Skills
     - Traits
   (Note: Refer to Appendix A for a copy of the PECs. This could be reproduced according to the number of learners in class)
   - Assist learners in analyzing and interpreting the results of the assessment of their PECs.
   - Ask EQ to draw out the initial understanding of learners about how entrepreneurs succeed in their chosen career. Teacher may distribute meta cards for students to write their answers. These may be posted on the wall and revisited during the FIRMING UP.

2. **FIRM UP**
   - In order to firm up their understanding, learners may be asked to work individually or in groups in collecting information about how entrepreneurs engaged in household linens production succeed. Some suggested activities: interview with successful entrepreneurs in soft furnishings business, inviting successful entrepreneurs as resource persons in class, video documentaries of successful entrepreneurs, web searching, etc.
   - Have learners analyze (in the form of a chart, Venn Diagram or Comparison Alley, etc.) the similarities and differences among successful entrepreneurs engaged in soft furnishings business using the following aspects: characteristics, traits, attributes, lifestyles, skills.
   - Have learners reflect/ rethink their understanding of how entrepreneurs such as those engaged in soft furnishings succeed in their chosen field. Refer students to their answers posted on the wall.
   - Process learners’ learning and check it against EU.
   - Check learners’ understanding against the content standard.
3. DEEPEN
- Have learners align their PECs with those of a successful entrepreneur of their choice.
- Have learners reflect on their development areas as well as their areas of strength. Ask what they plan to do with them.
- Ask learners to express the EU.
- Assess learners at the level of understanding. (Refer to the assessment in Stage 2 using the 6 FUs)

4. TRANSFER
- Have learners prepare a plan of action that addresses their areas of development and strength based on their PECs.
- Assess learners’ plan of action based on the criteria provided in Stage 2 (Assessment at the Level of Performance).

Resources/Materials/Equipment Needed
- Textbooks/KAB Modules
- Scripts
- Graphic organizers
- Charts/Pictures/Video/Multimedia
- Questionnaires/Checklists/Handouts/Survey Forms, etc.
- Profile of entrepreneurs
Quarter 2: Soft Furnishings  |  Topic: Environment and Market  |  Time Frame: 6 days

### Stage 1

**Content Standard:**
The learner demonstrates understanding of the environment and market for sewing as an entrepreneurial career.

- **Key Ideas**
  - Consumer needs and wants
  - Existing industry related to sewing
  - Products/services that satisfy the needs and wants of target customers

- **Key Processes**
  - SWOT analysis
  - Formulation of business ideas
  - Opportunity seeking and seizing

**Performance Standard:**
The learner formulates a business idea based on the analysis of the immediate environment and market for target customers in soft furnishings.

**Essential Understanding(s):**
The needs and wants of the target market and industry help determine the product to be produced and/or service to be offered.

One’s choice of entrepreneurial activity is influenced by the needs and wants of the consumers.

Seeking and responding effectively to a business opportunity are the bases for starting and maintaining a successful business venture.

**Essential Question(s):**
How does one determine the needs and wants of the target market and industry in the immediate community?

How does one select an entrepreneurial activity to be pursued?

How can one respond effectively to a business opportunity?

**Learners will know:**
- Consumer needs and wants
- Existing industry related to embroidery
- Products/services that satisfy the needs and wants of target consumers
- SWOT analysis
- Formulation of business idea

**Learners will be able to:**
- Prepare SWOT analysis
- Formulate an action plan on business opportunity
- Formulate a business idea from data analysis
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<td><strong>Evidence at the level of understanding</strong></td>
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<tr>
<td><strong>Explanation:</strong> Explain the importance of the immediate environment and market in identifying business opportunities in soft furnishings.</td>
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<td><strong>Interpretation:</strong> Interpret the data gathered from the immediate environment and market in identifying business opportunities in soft furnishings.</td>
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<td><strong>Application:</strong> Generate business ideas from data analysis of industries related to soft furnishings.</td>
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**Perspective:** Express from the point of view of a business owner the importance of scanning the environment and market in generating business ideas for target clientele.
Criteria:
   a. Valid
   b. Relevant
   c. Insightful

**Empathy:** Express their feelings when entrepreneurs offer the same type of business in a community.
Criteria:
   a. Objective
   b. Persuasive
   c. Sensitive
   d. Open-minded

**Self-knowledge:** Self-assess their level of confidence in formulating business ideas related to household linens business.
Criteria:
   a. Reflective
   b. Insightful
   c. Objective
### Teaching - Learning Sequence:

Entrepreneurs who want to take advantage of business opportunities need to explore the economic, cultural, and social conditions prevailing in the community. Needs and wants of people in a certain community that are not met may be considered as business opportunities. Identifying the needs of the community, its resources, available local specialized skills, and appropriate technology can help a new entrepreneur in seizing a business opportunity. Hence, the learners shall:

1. **EXPLORE**
   - Guide learners in assessing their prior knowledge on environment and market for soft furnishings as an entrepreneurial lens in generating business idea/s through a diagnostic test, K-W-L and other appropriate teaching and learning tools.
   - Have learners assess their immediate environment and market for business opportunities to determine the existing industries, needs and wants of target market with the use of the following:
     - Survey questionnaire;
     - Interview guide;
     - Checklist, etc.
     - SWOT analysis
   - Ask EQs to draw out learners' understanding of environment and market in generating business ideas related to soft furnishings.

2. **FIRM UP**
   - Lead learners in analyzing the assessment conducted on the environment and market for soft furnishings products in the immediate locality.
   - Assist learners in conducting a community mapping to identify business establishments or industries related to soft furnishings in the immediate locality.
   - Guide learners in making a graphical presentation of the information on the needs and wants of target market as a result of the data-gathering activity such as: interview, survey, community mapping, etc.,
   - Help learners in presenting the result of the data-gathering activity reflective of the needs and wants of the target market.
   - Ask learners to do supplementary reading and other compensatory activity to support the information presented.

3. **DEEPEN**
   - Assist the learner in conducting an interview with a seasoned entrepreneur to gather salient information as regards the manner he/she was able to seize a business opportunity relative to soft furnishings.
- Compare whether the information derived from the interview will complement/harmonize with their skills in formulating business ideas.
- Assess learners’ level of understanding. (Refer to the Assessment in Stage 2).

4. TRANSFER
- Ask learners to formulate a business idea as a result of the SWOT analysis of the environment and market for soft furnishings.
- Assess learners’ business idea based on the criteria provided in Stage 2 (Assessment at the Level of Performance).

**Resources/Materials/Equipment Needed:**
- Textbooks
- KAB Modules
- Magazines/Journals/Articles on supply and demand and existing industry
<table>
<thead>
<tr>
<th>Quarter 2: Soft Furnishings</th>
<th>Topic: Production of Soft Furnishings</th>
<th>Time Frame: 35 days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Content Standard:**
The learner demonstrates understanding of basic concepts and principles underlying the process and delivery in sewing
- process flow in sewing soft furnishings such as curtains, draperies, cushions, throw pillows, etc.
- project plan
- four (4) Ms (manpower, materials, machine, methods) of production in sewing
- evaluation of finished products
- cost of production
- pricing of products
- packaging and marketing of products

**Performance Standard:**
The learner produces marketable original/new soft furnishings following the basic concepts and principles underlying the process and delivery in sewing.

The learner adopts the appropriate marketing strategies.

**Essential Understanding(s):**
Applying the basic concepts and principles underlying the process and delivery in sewing is essential in producing marketable soft furnishings.

**Essential Question(s):**
Why do we need to understand the basic concepts and principles underlying the process and delivery in sewing soft furnishings?

**Learners will know:**
- Principles of design
- Materials suitable for soft furnishings: curtains, draperies, throw pillows, etc.
- 4 Ms of production (materials, machine, method and manpower)
- Sewing soft furnishings:
  - 2. Curtains
    - Kinds of curtains
    - Project planning
    - Sewing curtain
    - Evaluating sewed curtain

**Learners will be able to:**
- Apply the principles of design
- Select suitable materials for a particular soft furnishing.
- Discuss the 4 Ms of production
- Sew soft furnishings
  - 1. Curtains
    - Sketch/draw different kinds of curtains
    - Make a functional project plan
    - Follow steps in sewing curtain
    - Evaluate sewed curtain using rubric or other
### 2. Draperies
- Kinds of draperies
- Project planning
- Sewing draperies
- Evaluating sewed draperies
- Cost of production/services
- Pricing of products/services
- Packaging and marketing

#### Assessment Tool
- Compute for the cost of production
- Compute for the mark-up to determine the selling price
- Pack attractively and adapt appropriate marketing strategies

### 3. Throw pillows
- Kinds of throw pillows
- Project planning
- Sewing throw pillows
- Evaluating sewed curtain
- Cost of production/services
- Pricing of products/services
- Packaging and marketing

#### Assessment Tool
- Compute for the cost of production
- Compute for the mark-up to determine the selling price
- Pack attractively and adapt appropriate marketing strategies
<table>
<thead>
<tr>
<th><strong>Stage 2</strong></th>
<th><strong>Product or Performance Task:</strong> Marketable original/new soft furnishings using the appropriate sewing procedure</th>
<th><strong>Evidence at the level of understanding</strong></th>
<th><strong>Evidence at the level of performance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstration of the process in sewing marketable soft furnishings</strong></td>
<td>Learners should be able to demonstrate understanding by covering the six (6) facets of understanding:</td>
<td>Assessment of soft furnishings based on marketability (quality, appearance, price) and originality (value-added uniqueness)</td>
<td></td>
</tr>
</tbody>
</table>
| **Explanation:** Explain the basic concepts and principles underlying the process and delivery in sewing soft furnishings. **Criteria:**  
  a. Clear  
  b. Comprehensive | **Assessment of performance**  
  • Compliance to standards (tools, equipment, materials)  
  • Application of procedure  
  • Observance of work habits  
  • Speed/Time |
| **Interpretation:** Show the significance of the process and delivery in sewing soft furnishings. **Criteria:**  
  a. Original  
  b. Creative | |
| **Application:** Design soft furnishings based on the principles of sewing. **Criteria:**  
  a. Appropriate  
  b. Creative  
  c. Cost-beneficial | |
| **Perspective:** Compare and contrast the process and delivery of the different soft furnishings. **Criteria:**  
  a. Clear | |
b. Concise
c. Appropriate

**Empathy:** Share their thoughts on how it feels to have gainful returns in soft furnishings production.
Criteria:
   a. Profitable
   b. Quality

**Self-Knowledge:** Self-assess their knowledge in producing marketable soft furnishings.
   a. Clear
   b. Self-Confidence
Teaching - Learning Sequence:
Soft furnishings refer to all articles used for both decorative and functional purposes. This includes curtains, draperies, throw pillows and others.

1. EXPLORE
   - Guide learners in assessing their prior knowledge and understanding in the production of soft furnishings through paper and pencil, performance test and other diagnostic assessment tools.
   - Help learners in understanding the learning standards (content and performance standards), assessment tools and criteria.
   - Guide learners survey a nearby shop or sub contractors making soft furnishings. Let learners prepare survey questionnaire checklist which will focus on:
     - types of soft furnishings produced
     - designs of soft furnishings
     - materials used for a particular item
     - demands for a particular product
   - Provide learners pictures/ video clip presentation on the production of soft furnishings.
   - Process learners understanding of the pictures and video clip presentation by asking leading questions focusing on the production process of soft furnishings.
   - Draw learners’ initial understanding on the need to understand the basic concepts and principles underlying the process of delivery in the production of soft furnishing.

2. FIRM UP
   - Encourage learners research on the 4 Ms (materials, machine, method, and manpower) of production needed in producing quality soft furnishings.
   - Guide learners gather essential information related to soft furnishing production. Learners can use any of the following:
     - interview with successful sewer
     - web-based resources
     - reading materials (books, bulletins and others)
   - Assist learners in preparing project plan on the production of soft furnishings.
   - Have learners familiarize themselves with the different processes involved in producing soft furnishings.
   - Encourage learners to reflect, revise, and rethink their understanding in consideration of the processes, information/learning in the production of soft furnishings.
   - Have learners assess themselves on their understanding of the concepts of soft furnishings production. Check this
against the content standard.

3. DEEPEN
   - Guide learners translate the project plan into quality soft furnishings based on the given standard procedure.
   - Have learners compute for the cost of production and selling price of soft furnishings products.
   - Engage learners into a guided discussion on the factors that may affect the different practices in soft furnishings.
   - Encourage learners to reflect on and revise their project plan.
   - Assist learners in expressing their understanding and check against the Essential Understanding (EU) and content standard in sewing soft furnishings.
   - Have learners assess their understanding. (Refer to Stage 2 Assessment at the Level of Understanding)

4. TRANSFER
   - Have learners produce original/new marketable soft furnishings applying the basic concepts and principles in sewing.
   - Encourage learners' exhibit soft furnishings (bazaar, fair, etc.)
   - Assess learners' on their level of performance using criteria. (Refer to Stage 2, Assessment at the Level of Performance)

Resources/Materials/Equipment Needed:
   - Textbooks/ KAB Modules
   - Magazines/Journals/Catalogues
   - Samples/swatches of household linens
   - Sewing tools and equipment, cloth and thread
### Quarter 3: Pajama Shirt

**Topic:** Personal Entrepreneurial Competencies (PECs)

**Stage 1**

**Content Standard:**
The learner demonstrates understanding of Personal Entrepreneurial Competencies (PECs) such as characteristics, attributes, lifestyles, skills, traits, etc. in sewing pajama shirt.

Analysis and interpretation of PECs by achievement, planning and power clusters.

**Essential Understanding(s):**
Successful entrepreneurs like those engaged in sewing continuously develop and improve their PECs.

**Essential Question(s):**
How does one ensure success in a chosen entrepreneurial career like sewing?

**Performance Standard:**
The learner prepares, based on PECs, a plan of action that addresses his/her areas of development and areas of strength in sewing pajama shirt.

**Learners will know:**
- Personal competencies
  - Characteristics
  - Attributes
  - Lifestyles
  - Skills
  - Traits
- Cluster of PECs
  - Achievement
  - Planning
  - Power

**Learners will be able to:**
- Analyze the competencies of PECs
- Interpret the clusters of PECs such as achievement, planning and power
- Prepare a plan of action
- Improve areas of strength
### Stage 2

<table>
<thead>
<tr>
<th>Product or Performance Task: Plan of action, based on PECs, addressing one’s areas of development and areas of strength</th>
<th>Evidence at the level of understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners should be able to demonstrate understanding by covering the six (6) facets of understanding:</td>
<td></td>
</tr>
<tr>
<td><strong>Explanation:</strong> Describe their PECs focusing on strengths and development areas.</td>
<td></td>
</tr>
<tr>
<td>Criteria:</td>
<td></td>
</tr>
<tr>
<td>a. Clear</td>
<td></td>
</tr>
<tr>
<td>b. Comprehensive</td>
<td></td>
</tr>
<tr>
<td>c. Concise</td>
<td></td>
</tr>
<tr>
<td><strong>Interpretation:</strong> Compare their PECs with those of a successful practitioner.</td>
<td></td>
</tr>
<tr>
<td>Criteria:</td>
<td></td>
</tr>
<tr>
<td>a. Objective</td>
<td></td>
</tr>
<tr>
<td>b. Focused</td>
<td></td>
</tr>
<tr>
<td>c. Conclusive</td>
<td></td>
</tr>
<tr>
<td><strong>Application:</strong> Apply their PECs in pursuing a chosen entrepreneurial activity.</td>
<td></td>
</tr>
<tr>
<td>Criteria:</td>
<td></td>
</tr>
<tr>
<td>a. Appropriate</td>
<td></td>
</tr>
<tr>
<td>b. Effective</td>
<td></td>
</tr>
<tr>
<td>c. Practical</td>
<td></td>
</tr>
<tr>
<td><strong>Perspective:</strong> Express their thoughts on the importance of PECs from the viewpoint of a seasoned entrepreneur.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence at the level of performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of the plan of action based on the following criteria:</td>
</tr>
<tr>
<td>1. Comprehensiveness</td>
</tr>
<tr>
<td>2. Appropriateness of strategies in terms of addressing personal areas of development and improving one’s areas and strength.</td>
</tr>
<tr>
<td>3. Doability</td>
</tr>
</tbody>
</table>
Criteria:
   a. Valid
   b. Relevant
   c. Plausible
   d. Sensitive

**Empathy:** Express the feelings of an entrepreneur who finds difficulty in coping with the PECs of a chosen career.
Criteria:
   a. Open-minded
   b. Objective
   c. Sensitive

**Self-knowledge:** Assess, based on the results of PECs, their level of confidence as a prospective entrepreneur in sewing pajama shirt.
Criteria:
   a. Reflective
   b. Insightful
   c. Objective
Stage 3

Teaching - Learning Sequence:

1. EXPLORE
   • Ask learners to name people in the community who are successful in pajama shirt business.
     ➢ Why are they successful?
     ➢ Do you wish to be like them?
   • Explain to learners the importance of assessing their PECs
   • Guide learners in assessing their PECs on the following:
     ➢ Character
     ➢ Attribute
     ➢ Lifestyle
     ➢ Skills
     ➢ Traits
     (Note: Refer to Appendix A for a copy of the PECs. This could be reproduced according to the number of learners in class)
   • Assist learners in analyzing and interpreting the results of the assessment of their PECs.
     Refer to Appendix B on how to interpret the results of PECs.
   • Ask EQ to draw out the initial understanding of learners about how entrepreneurs succeed in their chosen career. Teacher may distribute meta cards for students to write their answers. These may be posted on the wall and revisited during the FIRMING UP.

4. FIRM UP
   • In order to firm up their understanding, learners may be asked to work individually or in groups in collecting information about how entrepreneurs engaged in pajama shirt production succeed. Some suggested activities: interview with successful entrepreneurs in pajama shirt business, inviting successful entrepreneurs as resource persons in class, video documentaries of successful entrepreneurs, web searching, etc.
   • Have learners analyze (in the form of a chart, Venn Diagram or Comparison Alley, etc.) the similarities and differences among successful entrepreneurs engaged in pajama shirt production, using the following aspects: characteristics, traits, attributes, lifestyles, skills
   • Have learners reflect/ rethink their understanding of how entrepreneurs such as those engaged in pajama shirt production succeed in their chosen field. Refer students to their answers posted on the wall.
   • Process learners’ learning and check it against EU.
   • Check learners’ understanding against the content standard.
3. DEEPEN
   • Have learners align their PECs with those of a successful entrepreneur of their choice.
   • Have learners reflect on their development areas as well as their areas of strength. Ask what they plan to do with them.
   • Ask learners to express the EU.
   • Assess learners at the level of understanding. (Refer to the assessment in Stage 2 using the 6 FUs)

4. TRANSFER
   • Have learners prepare a plan of action that addresses their areas of development and strength based on their PECs.
   • Assess learners’ plan of action based on the criteria provided in Stage 2 (Assessment at the Level of Performance).

Resources/Materials/Equipment Needed
   • Textbooks/KAB Modules
   • Scripts
   • Graphic organizers
   • Charts/Pictures/Video/Multimedia
   • Questionnaires/Checklists/Handouts/Survey Forms, etc.
   • Profile of entrepreneurs
<table>
<thead>
<tr>
<th>Quarter 3: Pajama Shirt</th>
<th>Topic: Environment and Market</th>
<th>Time Frame: 6 days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1</strong></td>
<td></td>
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</tr>
</tbody>
</table>

**Content Standard:**
The learner demonstrates understanding of the environment and market for sewing as an entrepreneurial career.
- **Key Ideas**
  - Consumer needs and wants
  - Existing industry related to sewing
  - Products/services that satisfy the needs and wants of target customers
- **Key Processes**
  - SWOT analysis
  - Formulation of business ideas
  - Opportunity seeking and seizing

**Performance Standard:**
The learner formulates a business idea based on the analysis of the immediate environment and market for a pajama shirt business.

**Essential Understanding(s):**
The needs and wants of the target market and industry help determine the product to be produced and/or service to be offered.

One's choice of entrepreneurial activity is influenced by the needs and wants of the consumers.

Seeking and responding effectively to a business opportunity are the bases for starting and maintaining a successful business venture.

**Essential Question(s):**
How does one determine the needs and wants of the target market and industry in the immediate community?

How does one select an entrepreneurial activity to be pursued?

How can one respond effectively to a business opportunity?

**Learners will know:**
- Consumer needs and wants
- Existing industry related to embroidery
- Products/services that satisfy the needs and wants of target consumers
- SWOT analysis
- Formulation of business idea

**Learners will be able to:**
- Prepare SWOT analysis
- Formulate an action plan on business opportunity
- Formulate a business idea from data analysis
### Stage 2

<table>
<thead>
<tr>
<th>Product or Performance Task</th>
<th>Evidence at the level of understanding</th>
<th>Evidence at the level of performance</th>
</tr>
</thead>
</table>
| Formulation of a business idea based on the analysis of the immediate environment and market | Learners should be able to demonstrate understanding by covering the six (6) facets of understanding:  

**Explanation:** Explain the importance of the immediate environment and market in identifying business opportunities in pajama shirt production.  
Criteria:  
  a. Clear  
  b. Comprehensive  
  c. Concise  
  d. Coherent  

**Interpretation:** Interpret the data gathered from the immediate environment and market in identifying business opportunities pajama shirt production.  
Criteria:  
  a. Reliable  
  b. Accurate  
  c. Objective  
  d. Relevant  
  e. Valid  

**Application:** Generate business ideas from data analysis of industries related to pajama shirt production.  
Criteria:  
  a. Appropriate  
  b. Innovative  
  c. Practical  |  
Assessment of formulated business idea based on the following criteria:  
- Profitable  
- Feasible  
- Practical  
- Responsive to consumer needs and wants  
- Innovative  |
**Perspective:** Express from the point of view of a business owner the importance of scanning the environment and market in generating business ideas for pajama shirt.
Criteria:
   a. Valid
   b. Relevant
   c. Insightful

**Empathy:** Express their feelings when entrepreneurs offer the same type of business in a community.
Criteria:
   a. Objective
   b. Persuasive
   c. Sensitive
   d. Open-minded

**Self-knowledge:** Self-assess their level of confidence in formulating business ideas related to pajama shirt business.
Criteria:
   a. Reflective
   b. Insightful
   c. Objective
Entrepreneurs who want to take advantage of business opportunities need to explore the economic, cultural, and social conditions prevailing in the community. Needs and wants of people in a certain community that are not met may be considered as business opportunities. Identifying the needs of the community, its resources, available local specialized skills, and appropriate technology can help a new entrepreneur in seizing a business opportunity. Hence, the learners shall:

1. **EXPLORE**
   - Guide learners in assessing their prior knowledge on environment and market for pajama shirt as an entrepreneurial lens in generating business idea/s through a diagnostic test, K-W-L and other appropriate teaching and learning tools.
   - Have learners assess their immediate environment and market for business opportunities to determine the existing industries, needs and wants of target market with the use of the following:
     - Survey questionnaire;
     - Interview guide;
     - Checklist, etc.
     - SWOT analysis
   - Ask EQs to draw out learners’ understanding of environment and market in generating business ideas related to pajama shirt production.

2. **FIRM UP**
   - Lead learners in analyzing the assessment conducted on the environment and market for pajama shirt products in the immediate locality.
   - Assist learners in conducting a community mapping to identify business establishments or industries related to pajama shirt production in the immediate locality.
   - Guide learners in making a graphical presentation of the information on the needs and wants of target market as a result of the data-gathering activity such as: interview, survey, community mapping, etc.,
   - Help learners in presenting the result of the data-gathering activity reflective of the needs and wants of the target market.
   - Ask learners to do supplementary reading and other compensatory activity to support the information presented.

3. **DEEPEN**
   - Assist learners in conducting an interview with a seasoned entrepreneur to gather salient information as regards the manner he/she was able to seize a business opportunity relative to pajama shirt production.
• Compare whether the information derived from the interview will complement/harmonize with their skills in formulating business ideas.
• Assess learners’ level of understanding. (Refer to the Assessment in Stage 2).

4. TRANSFER
• Ask learners to formulate a business idea as a result of the SWOT analysis of the environment and market for pajama shirt.
• Assess learners’ business idea based on the criteria provided in Stage 2 (Assessment at the Level of Performance).

**Resources/Materials/Equipment Needed:**
- Textbooks
- KAB Modules
- Magazines/Journals/Articles on supply and demand and existing industry
Quarter 3: Pajama Shirt  |  Topic: Production of Pajama Shirt  |  Time Frame: 35 days

<table>
<thead>
<tr>
<th>Stage 1</th>
</tr>
</thead>
</table>

**Content Standard:**
The learner demonstrates understanding of the basic concepts and principles underlying the process and delivery in sewing
- process flow in sewing pajama shirt
- project plan
- four (4) Ms (manpower, materials, machine, methods) of production in sewing pajama shirt
- evaluation of finished products
- cost of production
- pricing of products
- packaging and marketing of products

**Performance Standard:**
The learner produces marketable original/new pajama shirt following the basic concepts and principles underlying the process and delivery in sewing.

The learner adopts the appropriate marketing strategies.

**Essential Understanding(s):**
Applying the basic concepts and principles underlying the process and delivery in sewing is essential in producing marketable pajama shirt.

**Essential Question(s):**
Why do we need to understand the basic concepts and principles underlying the process and delivery in sewing pajama shirt?

**Learners will know:**
- Materials suitable for pajamas.
- Systematic work procedure, standards and work ethics
- Taking body measurements for pajama shirt
- Drafting patterns
- Project planning
- Preparing the fabric, laying out of patterns, cutting and marking
- Sewing the pajama shirt.
- Evaluating the pajama shirt.

**Learners will be able to:**
- Select suitable materials for pajamas.
- Apply systematic work procedure, standards and work ethics
- Follow correct procedure in taking body measurements.
- Follow step-by-step procedure in drafting pattern for pajama shirt
- Prepare a project plan for pajama shirt
- Follow the steps in preparing the fabric, laying out of patterns, cutting and marking.
- Sew the pajama shirt using the unit method of sewing.
- Evaluate the sewed pajama shirt using the appropriate assessment tool.
Cost of production/services.
- Pricing of products/services.
- Packaging and marketing

**Stage 2**

**Product or Performance Task:**
Marketable original/new pajama shirt using the appropriate sewing procedure

Demonstration of the process in sewing marketable pajama shirt

<table>
<thead>
<tr>
<th>Evidence at the level of understanding</th>
<th>Evidence at the level of performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners should be able to demonstrate understanding by covering the six (6) facets of understanding:</td>
<td>Assessment of pajama shirt based on marketability (quality, appearance, price) and originality (value-added uniqueness)</td>
</tr>
</tbody>
</table>
| **Explanation:** Explain the basic concepts and principles underlying the process and delivery in sewing pajama shirt. Criteria: | **Assessment of performance**  
  - Compliance to standards (tools, equipment, materials)  
  - Application of procedure  
  - Observance of work habits  
  - Speed/Time |
| a. Clear  
  b. Comprehensive | |
| **Interpretation:** Show the significance of the process and delivery in sewing pajama shirt. Criteria: | |
| a. Original  
  b. Creative | |
| **Application:** Design pajama shirt based on the principles of sewing. Criteria: | |
| a. Appropriate  
  b. Creative  
  c. Cost-beneficial | |
<p>| <strong>Perspective:</strong> Compare and contrast the process and delivery of the different pajama shirt. Criteria: | |
| a. Clear | |</p>
<table>
<thead>
<tr>
<th>Empathy:</th>
<th>Share their thoughts on how it feels to have gainful returns in pajama shirt production.</th>
</tr>
</thead>
</table>
| Criteria: | a. Profitable  
| | b. Quality |
| Self-Knowledge: | Self-assess their knowledge in producing marketable pajama shirt. |
| | a. Clear  
| | b. Self-Confidence |
| b. Concise  
| c. Appropriate |
Teaching - Learning Sequence:

Wearing the right sleeping clothes will keep you comfortable. To produce pajama shirt, one should choose the suitable material, use correct pattern in cutting, mark properly and follow the correct procedure.

1. EXPLORE
   - Guide learners in assessing their prior knowledge and understanding in the production of pajama shirt through paper and pencil, performance test and other assessment tools.
   - Orient learners on the learning standards (content and performance standards), assessment tools and criteria.
   - Guide learners survey a nearby shop or sub contractors sewing pajama shirt. Let learners prepare survey questionnaire checklist which will focus on:
     - Styles/designs of pajama shirt produced
     - materials used for pajama shirt
     - demands for a particular product
   - Provide learners pictures/ video clip presentation on the production of pajama shirt.
   - Process learners understanding on the pictures and video clip presentation by asking leading questions focusing on the production process of pajama shirt.
   - Draw learners Essential Questions (EQ) from their initial understanding on the need to understand the basic concepts and principles underlying the process of delivery in the production of pajama shirt.

2. FIRM UP
   - Guide learners research on the 4 Ms (materials, machine, method, and manpower) of production needed in producing quality pajama shirt.
   - Assist learners gather essential information related to pajama shirt production. Learners can use any of the following:
     - interview with successful sewer
     - web-based resources
     - reading materials (books, bulletins and others)
   - Guide learners in preparing a project plan on the production of pajama shirt.
   - Have learners familiarize themselves with the different processes involved in producing pajama shirt.
   - Encourage learners to reflect, revise, and rethink their understanding in consideration of the processes, information/learning in the production of pajama shirt.
   - Have learners assess themselves on their understanding of the concepts of pajama shirt production. Check this against the content standard.
3. DEEPEN
   • Guide learners translate the project plan into quality pajama shirt based on the given standard procedure.
   • Have learners compute for the cost of production and selling price of pajama shirt products.
   • Encourage learners to reflect on and revise their project plan.
   • Assist learners in expressing their understanding and check against the Essential Understanding (EU) and content standard in sewing pajama shirt.
   • Have learners assess their understanding. (Refer to Stage 2, Assessment at the Level of Understanding)

4. TRANSFER
   • Have learners produce original/new marketable pajama shirts applying the basic concepts and principles in sewing.
   • Encourage learners to exhibit pajama shirts (bazaar, fair, etc.)
   • Assess learners’ on their level of performance using criteria. (Refer to Stage 2, Assessment at the Level of Performance)

Resources/Materials/Equipment Needed:
   • Textbooks/ KAB Modules
   • Magazines/Journals/Catalogues
   • Samples/swatches of pajama shirt
   • Sewing tools and equipment
   • Cloth and thread
## Quarter 4: Pajama Pants

<table>
<thead>
<tr>
<th>Topic: Personal Entrepreneurial Competencies (PECs)</th>
<th>Time Frame: 2 days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Content Standard:</strong> The learner demonstrates understanding of Personal Entrepreneurial Competencies (PECs) such as characteristics, attributes, lifestyles, skills, traits, etc. in sewing pajama pants. Analysis and interpretation of PECs by achievement, planning and power clusters.</td>
<td><strong>Performance Standard:</strong> The learner prepares, based on PECs, a plan of action that addresses his/her areas of development and areas of strength in pajama pants business.</td>
</tr>
<tr>
<td><strong>Essential Understanding(s):</strong> Successful entrepreneurs like those engaged in sewing continuously develop and improve their PECs.</td>
<td><strong>Essential Question(s):</strong> How does one ensure success in a chosen entrepreneurial career like sewing?</td>
</tr>
</tbody>
</table>

**Learners will know:**
- Personal competencies
  - Characteristics
  - Attributes
  - Lifestyles
  - Skills
  - Traits
- Cluster of PECs
  - Achievement
  - Planning
  - Power

**Learners will be able to:**
- Analyze the competencies of PECs
- Interpret the clusters of PECs such as achievement, planning and power
- Prepare a plan of action
- Improve areas of strength
## Stage 2

<table>
<thead>
<tr>
<th>Product or Performance Task:</th>
<th>Evidence at the level of understanding</th>
<th>Evidence at the level of performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan of action, based on PECs, addressing one’s areas of development and areas of strength</td>
<td>Learners should be able to demonstrate understanding by covering the six (6) facets of understanding:</td>
<td></td>
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<tr>
<td></td>
<td><strong>Explanation:</strong> Describe their PECs focusing on strengths and development areas.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Criteria:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Clear</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Comprehensive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Concise</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Interpretation:</strong> Compare their PECs with those of a successful practitioner.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Criteria:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Objective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Focused</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Conclusive</td>
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<tr>
<td></td>
<td><strong>Application:</strong> Apply their PECs in pursuing a chosen entrepreneurial activity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Criteria:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Appropriate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Effective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Practical</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Perspective:</strong> Express their thoughts on the importance of PECs from the viewpoint of a seasoned entrepreneur.</td>
<td></td>
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<tr>
<td></td>
<td>Evidence at the level of performance</td>
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<tr>
<td></td>
<td>Assessment of the plan of action based on the following criteria:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Comprehensiveness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Appropriateness of strategies in terms of addressing personal areas of development and improving one’s areas and strength.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Doability</td>
<td></td>
</tr>
</tbody>
</table>
| Criteria: | a. Valid  
b. Relevant  
c. Plausible  
d. Sensitive |
|-----------|-------------------|

**Empathy:** Express the feelings of an entrepreneur who finds difficulty in coping with the PECs of a chosen career.

Criteria:
- a. Open-minded  
- b. Objective  
- c. Sensitive

**Self-knowledge:** Assess, based on the results of PECs, their level of confidence as a prospective entrepreneur in pajama pants production.

Criteria:
- a. Reflective  
- b. Insightful  
- c. Objective
Stage 3

Teaching - Learning Sequence:

1. EXPLORE
   • Ask learners to name people in the community who are successful in pajama pants production business.
     - Why are they successful?
     - Do you wish to be like them?
   • Explain to learners the importance of assessing their PECs
   • Guide learners in assessing their PECs on the following:
     - Character
     - Attribute
     - Lifestyle
     - Skills
     - Traits
   (Note: Refer to Appendix A for a copy of the PECs. This could be reproduced according to the number of learners in class)
   • Assist learners in analyzing and interpreting the results of the assessment of their PECs.
     Refer to Appendix B on how to interpret the results of PECs.
   • Ask EQ to draw out the initial understanding of learners about how entrepreneurs succeed in their chosen career. Teacher may distribute meta cards for students to write their answers. These may be posted on the wall and revisited during the FIRMING UP.

1. FIRM UP
   • In order to firm up their understanding, learners may be asked to work individually or in groups in collecting information about how entrepreneurs engaged in pajama pants production succeed. Some suggested activities: interview with successful entrepreneurs in the production of pajama pants, inviting successful entrepreneurs as resource persons in class, video documentaries of successful entrepreneurs, web searching, etc.
   • Have learners analyze (in the form of a chart, Venn Diagram or Comparison Alley, etc.) the similarities and differences among successful entrepreneurs engaged in pajama pants production, using the following aspects: characteristics, traits, attributes, lifestyles, skills
   • Have learners reflect/ rethink their understanding of how entrepreneurs such as those engaged in pajama pants production succeed in their chosen field. Refer students to their answers posted on the wall.
   • Process learners’ learning and check it against EU.
• Check learners’ understanding against the content standard.

3. DEEPEN
• Have learners align their PECs with those of a successful entrepreneur of their choice.
• Have learners reflect on their development areas as well as their areas of strength. Ask what they plan to do with them.
• Ask learners to express the EU.
• Assess learners at the level of understanding. (Refer to the assessment in Stage 2 using the 6 EUs)

4. TRANSFER
• Have learners prepare a plan of action that addresses their areas of development and strength based on their PECs.
• Assess learners’ plan of action based on the criteria provided in Stage 2 (Assessment at the Level of Performance).

Resources/Materials/Equipment Needed
• Textbooks/KAB Modules
• Scripts
• Graphic organizers
• Charts/Pictures/Video/Multimedia
• Questionnaires/Checklists/Handouts/Survey Forms, etc.
• Profile of entrepreneurs
<table>
<thead>
<tr>
<th>Content Standard:</th>
<th>Performance Standard:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner demonstrates understanding of the environment and market for sewing as an entrepreneurial career.</td>
<td>The learner formulates a business idea based on the analysis of the immediate environment and market for pajama shirt.</td>
</tr>
<tr>
<td>• Key Ideas</td>
<td></td>
</tr>
<tr>
<td>- Consumer needs and wants</td>
<td></td>
</tr>
<tr>
<td>- Existing industry related to sewing</td>
<td></td>
</tr>
<tr>
<td>- Products/services that satisfy the needs and wants of target customers</td>
<td></td>
</tr>
<tr>
<td>• Key Processes</td>
<td></td>
</tr>
<tr>
<td>- SWOT analysis</td>
<td></td>
</tr>
<tr>
<td>- Formulation of business ideas</td>
<td></td>
</tr>
<tr>
<td>- Opportunity seeking and seizing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Understanding(s):</th>
<th>Essential Question(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>The needs and wants of the target market and industry help determine the product to be produced and/or service to be offered.</td>
<td>How does one determine the needs and wants of the target market and industry in the immediate community?</td>
</tr>
<tr>
<td>One’s choice of entrepreneurial activity is influenced by the needs and wants of the consumers.</td>
<td>How does one select an entrepreneurial activity to be pursued?</td>
</tr>
<tr>
<td>Seeking and responding effectively to a business opportunity are the bases for starting and maintaining a successful business venture.</td>
<td>How can one respond effectively to a business opportunity?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learners will know:</th>
<th>Learners will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consumer needs and wants</td>
<td>• Prepare SWOT analysis</td>
</tr>
<tr>
<td>• Existing industry related to embroidery</td>
<td>• Formulate an action plan on business opportunity</td>
</tr>
<tr>
<td>• Products/services that satisfy the needs and wants of target consumers</td>
<td>• Formulate a business idea from data analysis</td>
</tr>
<tr>
<td>• SWOT analysis</td>
<td></td>
</tr>
</tbody>
</table>
### Stage 2

<table>
<thead>
<tr>
<th>Product or Performance Task:</th>
<th>Evidence at the level of understanding</th>
<th>Evidence at the level of performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulation of a business idea based on the analysis of the immediate environment and market</td>
<td>Learners should be able to demonstrate understanding by covering the six (6) facets of understanding:</td>
<td>Assessment of formulated business idea based on the following criteria:</td>
</tr>
</tbody>
</table>
|                              | **Explanation:** Explain the importance of the immediate environment and market in identifying business opportunities in pajama pants. Criteria:  
  a. Clear  
  b. Comprehensive  
  c. Concise  
  d. Coherent |  
  • Profitable  
  • Feasible  
  • Practical  
  • Responsive to consumer needs and wants  
  • Innovative |
|                              | **Interpretation:** Interpret the data gathered from the immediate environment and market in identifying business opportunities in pajama pants. Criteria:  
  a. Reliable  
  b. Accurate  
  c. Objective  
  d. Relevant  
  e. Valid | |
|                              | **Application:** Generate business ideas from data analysis of industries related on pajama pants. Criteria:  
  a. Appropriate  
  b. Innovative | |
Perspective: Express from the point of view of a business owner the importance of scanning the environment and market in generating business ideas for industries related to pajama pants.
Criteria:
   a. Valid
   b. Relevant
   c. Insightful

Empathy: Express their feelings when entrepreneurs offer the same type of business in a community.
Criteria:
   a. Objective
   b. Persuasive
   c. Sensitive
   d. Open-minded

Self-knowledge: Self-assess their level of confidence in formulating business ideas related to pajama pants production.
Criteria:
   a. Reflective
   b. Insightful
   c. Objective
Entrepreneurs who want to take advantage of business opportunities need to explore the economic, cultural, and social conditions prevailing in the community. Needs and wants of people in a certain community that are not met may be considered as business opportunities. Identifying the needs of the community, its resources, available local specialized skills, and appropriate technology can help a new entrepreneur in seizing a business opportunity. Hence, the learners shall:

1. EXPLORE
   - Guide learners in assessing their prior knowledge on environment and market for pajama pants production as an entrepreneurial lens in generating business idea/s through a diagnostic test, K-W-L and other appropriate teaching and learning tools.
   - Have learners assess their immediate environment and market for business opportunities to determine the existing industries, needs and wants of target market with the use of the following:
     - Survey questionnaire;
     - Interview guide;
     - Checklist, etc.
     - SWOT analysis
   - Ask EQs to draw out learners’ understanding of environment and market in generating business ideas related to pajama pants production.

2. FIRM UP
   - Lead learners in analyzing the assessment conducted on the environment and market for pajama pants products in the immediate locality.
   - Assist learners in conducting a community mapping to identify business establishments or industries related to pajama production in the immediate locality.
   - Guide learners in making a graphical presentation of the information on the needs and wants of target market as a result of the data-gathering activity such as: interview, survey, community mapping, etc.,
   - Help learners in presenting the result of the data-gathering activity reflective of the needs and wants of the target market.
   - Ask learners to do supplementary reading and other compensatory activity to support the information presented.
3. DEEPEN
- Assist learners in conducting an interview with a seasoned entrepreneur to gather salient information as regards the manner he/she was able to seize a business opportunity relative to pajama pants production.
- Compare whether the information derived from the interview will complement/harmonize with their skills in formulating business ideas.
- Assess learners’ level of understanding. (Refer to the Assessment in Stage 2).

4. TRANSFER
- Ask learners to formulate a business idea as a result of the SWOT analysis of the environment and market for pajama pants production.
- Assess learners’ business idea based on the interview provided in Stage 2 (Assessment at the Level of Performance).

**Resources/Materials/Equipment Needed:**
- Textbooks
- KAB Modules
- Magazines/Journals/Articles on supply and demand and existing industry
<table>
<thead>
<tr>
<th>Quarter 4 : Pajama Pants</th>
<th>Topic: Production of Pajama Pants</th>
<th>Time Frame: 35 days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content Standard:</strong></td>
<td>The learner demonstrates understanding of basic concepts and principles underlying the process and delivery in sewing</td>
<td>Performance Standard: The learner produces marketable original/new pajama shirt following the basic concepts and principles underlying the process and delivery in sewing.</td>
</tr>
<tr>
<td></td>
<td>➢ process flow in sewing pajama pants</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ project plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ four (4) Ms (manpower, materials, machine, methods) of production in sewing pajama pants</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ evaluation of finished products</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ cost of production</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ pricing of products</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ packaging and marketing of products</td>
<td></td>
</tr>
<tr>
<td><strong>Essential Understanding(s):</strong></td>
<td>Applying the basic concepts and principles underlying the process and delivery in sewing is essential in producing marketable pajama pants.</td>
<td>Essential Question(s): Why do we need to understand the basic concepts and principles underlying the process and delivery in sewing pajama pants?</td>
</tr>
<tr>
<td><strong>Learners will know:</strong></td>
<td>➢ Taking body measurements for pajama pants</td>
<td>Learners will be able to:</td>
</tr>
<tr>
<td></td>
<td>➢ Drafting patterns</td>
<td>➢ Follow correct procedure in taking body measurements.</td>
</tr>
<tr>
<td></td>
<td>➢ Project planning</td>
<td>➢ Follow step-by-step procedure in drafting pattern for pajama pants</td>
</tr>
<tr>
<td></td>
<td>➢ Preparing the fabric, laying out of patterns, cutting and marking</td>
<td>➢ Prepare project plan for pajama pants</td>
</tr>
<tr>
<td></td>
<td>➢ Sewing the pajama pants.</td>
<td>➢ Follow the steps in preparing the fabric, laying out of patterns, cutting and marking.</td>
</tr>
<tr>
<td></td>
<td>➢ Evaluating the pajama pants.</td>
<td>➢ Sew the pajama pants using the unit method of sewing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Evaluate the sewed pajama pants using the appropriate</td>
</tr>
</tbody>
</table>

2010 SECONDARY EDUCATION CURRICULUM
Career Pathways – Technology and Livelihood Education
Cost of production/services.  
Pricing of products/services.  
Packaging and marketing

Stage 2

Product or Performance Task: Marketable original/new pajama pants using the appropriate sewing procedure.  
Demonstration of the process in sewing marketable pajama pants.

Evidence at the level of understanding  
Learners should be able to demonstrate understanding by covering the six (6) facets of understanding:

Explanation: Explain the basic concepts and principles underlying the process and delivery in sewing pajama pants.  
Criteria:  
  a. Clear  
  b. Comprehensive

Interpretation: Show the significance of the process and delivery in sewing pajama pants.  
Criteria:  
  a. Original  
  b. Creative

Application: Design pajama pants based on the principles of sewing.  
Criteria:  
  a. Appropriate  
  b. Creative  
  c. Cost-beneficial

Perspective: Compare and contrast the process and delivery of the different pajama pants.

Evidence at the level of performance  
Assessment of pajama pants based on marketability (quality, appearance, price) and originality (value-added uniqueness)

Assessment of performance  
  • Compliance to standards (tools, equipment, materials)  
  • Application of procedure  
  • Observance of work habits  
  • Speed/Time
Criteria:
  a. Clear
  b. Concise
  c. Appropriate

**Empathy:** Share their thoughts on how it feels to have gainful returns in pajama pants production.
Criteria:
  a. Profitable
  b. Quality

**Self-Knowledge:** Self-assess their knowledge in producing marketable pajama pants.
### Stage 3

#### Teaching - Learning Sequence:

Wearing the right sleeping clothes will keep you comfortable. To produce pajama pants, one should choose the suitable material, use correct pattern in cutting, mark properly and follow the procedure.

1. **EXPLORE**
   - Guide learners in assessing their prior knowledge and understanding in the production of pajama pants through paper and pencil, performance test and other assessment tools.
   - Guide learners in understanding the learning standards (content and performance standards), assessment tools and criteria.
   - Encourage learners to survey nearby shop or sub contractors sewing pajama pants. Let learners prepare survey questionnaire checklist which will focus on:
     - styles/designs of pajama pants produced
     - materials used for pajama pants
     - demands for a particular product
   - Provide learners pictures/ video clip presentation on the production of pajama pants.
   - Process learners understanding on the pictures and video clip presentation by asking leading questions focusing on the production process of pajama pants
   - Draw learners Essential Questions (EQ) on their initial understanding on the need to understand the basic concepts and principles underlying the process of delivery in the production of pajama pants.

2. **FIRM UP**
   - Guide learners research on the 4 Ms (materials, machine, method, and manpower) of production needed in producing quality pajama pants.
   - Have learners gather essential information related to pajama pants production. Learners can use any of the following:
     - interview with successful sewer
     - web-based resources
     - reading materials (books, bulletins and others)
   - Assist learners in preparing a project plan on the production of pajama pants.
   - Have learners familiarize themselves with the different processes involved in the production of pajama pants.
   - Encourage learners to reflect, revise, and re think their understanding in consideration of the processes, information/learning in the production of pajama pants.
   - Have learners assess on their understanding of the concepts of pajama pants production. Check this against the content standard.
3. DEEPEN
- Guide learners translate the project plan into quality pajama pants based on the given standard procedure.
- Assist learners in computing for the cost of production and selling price of pajama pants products.
- Encourage learners to reflect on and revise their project plan.
- Guide learners express their understanding and check against the Essential Understanding (EU) and content standard in the production of pajama shirt.
- Have learners assess their understanding. (Refer to Stage 2, Assessment at the Level of Understanding)

4. TRANSFER
- Have learners produce original/new marketable pajama pants.
- Encourage learners to exhibit pajama pants (bazaar, fair, etc.)
- Assess learners on their level of performance. (Refer to Stage 2, Assessment at the Level of Performance)

Resources/Materials/Equipment Needed:
- Textbooks/ KAB Modules
- Magazines/Journals/Catalogues
- Samples/swatches of pajama pants
- Sewing tools and equipment
- Cloth and thread