

K to12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
AGRI-FISHERY ARTS – ANIMAL PRODUCTION (POULTRY-CHICKEN) NC II
(320 hours)

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

AGRI-FISHERY ARTS

	Specialization	Number of Hours	Pre-requisite
1.	Agricultural Crops Production (NC I)	320 hours	
2.	Agricultural Crops Production (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	640 hours	
3.	Agricultural Crops Production (NC III)	640 hours	Agricultural Crops Production (NC II)
4.	Animal Health Care Management (NC III)	320 hours	Animal Production (Poultry-Chicken) (NC II) or Animal Production (Ruminants) (NC II) or Animal Production (Swine) (NC II)
5.	Animal Production (Poultry-Chicken) (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
6.	Animal Production (Large Ruminants) (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
7.	Animal Production (Swine) (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
8.	Aquaculture (NC II)	640 hours	
9.	Artificial Insemination (Large Ruminants) (NC II)	160 hours	Animal Production (Large Ruminants) (NC II)
10.	Artificial Insemination (Swine) (NC II)	160 hours	Animal Production (Swine) (NC II)
11.	Fish Capture (NC II)	640 hours	
12.	Fishing Gear Repair and Maintenance (NC III)	320 hours	
13.	Fish-Products Packaging (NC II)	320 hours	
14.	Fish Wharf Operation (NC I)	160 hours	
15.	Food Processing (NC II)	640 hours	
16.	Horticulture (NC III)	640 hours	Agricultural Crops Production (NC II)
17.	Landscape Installation and Maintenance (NC II)	320 hours	
18.	Organic Agriculture (NC II)	320 hours	
19.	Pest Management (NC II)	320 hours	
20.	Rice Machinery Operations (NC II)	320 hours	
21.	Rubber Processing (NC II)	320 hours	
22.	Rubber Production (NC II)	320 hours	
23.	Slaughtering Operations (Hog/Swine/Pig) (NC II)	160 hours	

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HOME ECONOMICS

	Specialization	Number of Hours	Pre-requisite
1.	Attractions and Theme Parks Operations with Ecotourism (NC II)	160 hours	
2.	Barbering (NC II)	320 hours	
3.	Bartending (NC II)	320 hours	
4.	Beauty/Nail Care (NC II)	160 hours	
5.	Bread and Pastry Production (NC II)	160 hours	
6.	Caregiving (NC II)	640 hours	
7.	Commercial Cooking (NC III)	320 hours	Cookery (NC II)
8.	Cookery (NC II)	320 hours	
9.	Dressmaking (NC II)	320 hours	
10.	Events Management Services (NC III)	320 hours	
11.	Fashion Design (Apparel) (NC III)	640 hours	Dressmaking (NC II) or Tailoring (NC II)
12.	Food and Beverage Services (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	160 hours	
13.	Front Office Services (NC II)	160 hours	
14.	Hairdressing (NC II)	320 hours	
15.	Hairdressing (NC III)	640 hours	Hairdressing (NC II)
16.	Handicraft (Basketry, Macrame) (Non-NC)	160 hours	
17.	Handicraft (Fashion Accessories, Paper Craft) (Non-NC)	160 hours	
18.	Handicraft (Needlecraft) (Non-NC)	160 hours	
19.	Handicraft (Woodcraft, Leathercraft) (Non-NC)	160 hours	
20.	Housekeeping (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	160 hours	
21.	Local Guiding Services (NC II)	160 hours	
22.	Tailoring (NC II)	320 hours	
23.	Tourism Promotion Services (NC II)	160 hours	
24.	Travel Services (NC II)	160 hours	
25.	Wellness Massage (NC II)	160 hours	

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INDUSTRIAL ARTS

	Specialization	Number of Hours	Pre-requisite
1.	Automotive Servicing (NC I) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	640 hours	
2.	Automotive Servicing (NC II)	640 hours	Automotive Servicing (NC I)
3.	Carpentry (NC II)	640 hours	
4.	Carpentry (NC III)	320 hours	Carpentry (NC II)
5.	Construction Painting (NC II)	160 hours	
6.	Domestic Refrigeration and Air-conditioning (DOMRAC) Servicing (NC II)	640 hours	
7.	Driving (NC II)	160 hours	
8.	Electrical Installation and Maintenance (NC II)	640 hours	
9.	Electric Power Distribution Line Construction (NC II)	320 hours	Electrical Installation and Maintenance (NC II)
10.	Electronic Products Assembly and Servicing (NC II) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	640 hours	
11.	Furniture Making (Finishing) (NC II)	640 hours	
12.	Instrumentation and Control Servicing (NC II)	320 hours	Electronic Products Assembly and Servicing (EPAS) (NC II)
13.	Gas Metal Arc Welding (GMAW) (NC II)	320 hours	Shielded Metal Arc Welding (SMAW) (NC II)
14.	Gas Tungsten Arc Welding (GTAW) (NC II)	320 hours	Shielded Metal Arc Welding (GMAW) (NC II)
15.	Machining (NC I)	640 hours	
16.	Machining (NC II)	640 hours	Machining (NC I)
17.	Masonry (NC II)	320 hours	
18.	Mechatronics Servicing (NC II)	320 hours	Electronic Products Assembly and Servicing (EPAS) (NC II)
19.	Motorcycle/Small Engine Servicing (NC II)	320 hours	
20.	Plumbing (NC I)	320 hours	
21.	Plumbing (NC II)	320 hours	Plumbing (NC I)
22.	Refrigeration and Air-Conditioning (Packaged Air-Conditioning Unit [PACU]/Commercial Refrigeration Equipment [CRE]) Servicing (NC III)	640 hours	Domestic Refrigeration and Air-conditioning (DOMRAC) Servicing (NC II)
23.	Shielded Metal Arc Welding (NC I)	320 hours	
24.	Shielded Metal Arc Welding (NC II)	320 hours	Shielded Metal Arc Welding (NC I)
25.	Tile Setting (NC II)	320 hours	
26.	Transmission Line Installation and Maintenance (NC II)	640 hours	Electrical Installation and Maintenance (NC II)

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INFORMATION, COMMUNICATIONS AND TECHNOLOGY (ICT)

	Specialization	Number of Hours	Pre-requisite
1.	Animation (NC II)	320 hours	
2.	Broadband Installation (Fixed Wireless Systems) (NC II)	160 hours	Computer Systems Servicing (NC II)
3.	Computer Programming (.Net Technology) (NC III) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
4.	Computer Programming (Java) (NC III) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
5.	Computer Programming (Oracle Database) (NC III) <i>updated based on TESDA Training Regulations published December 28, 2013</i>	320 hours	
6.	Computer Systems Servicing (NC II) <i>updated based on TESDA Training Regulations published December 28, 2007</i>	640 hours	
7.	Contact Center Services (NC II)	320 hours	
8.	Illustration (NC II)	320 hours	
9.	Medical Transcription (NC II)	320 hours	
10.	Technical Drafting (NC II)	320 hours	
11.	Telecom OSP and Subscriber Line Installation (Copper Cable/POTS and DSL) (NC II)	320 hours	Computer Systems Servicing (NC II)
12.	Telecom OSP Installation (Fiber Optic Cable) (NC II)	160 hours	Computer Systems Servicing (NC II)

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Course Description:

This specialization leads to **Animal Production (Poultry-Chicken)** National Certificate Level II (NC II). It is designed for high school students to enhance their knowledge, skills, and attitudes in accordance with industry and authority standards. It covers basic competencies such as (1) participation in workplace communication, (2) working in a team environment, (3) practicing career professionalism, (4) and practicing occupational health and safety procedures. The **common competencies** are: (1) the use of safety measures in farm operations, (2) the use farm tools and equipment, (3) estimating and calculating, and, (4) processing farm waste. The **core competency** in poultry raising that a high school student ought to learn are: (1) maintaining the poultry house, (2) brooding and growing chicks, (3) performing pre-laying and laying activities, (4) trimming beaks, and (5) elective competency on breed chickens. This course has nominal duration of 320 hours.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Introduction 1. Basic concepts in animal production 2. Relevance of the course 3. Career opportunities	The learners demonstrate an understanding of concepts and underlying theories in animal production	The learners shall be able to demonstrate core competencies in animal production as prescribed by TESDA Training Regulations	The learners ... 1. Explain concepts in animal production 2. Discuss the relevance of the course 3. Explore business opportunities for animal production	
PERSONAL ENTREPRENEURIAL COMPETENCIES (PECS)				
1. Assessment of Personal Competencies and Skills (PECs) vis-à-vis PECs of a practicing entrepreneur/ employee 1.1 Characteristics 1.2 Attributes 1.3 Lifestyle 1.4 Skills 1.5 Traits 2. Analysis of PECs compared to those of a practitioner 3. Align one’s PECs based on the results of the assessment	The learners demonstrate an understanding of one’s PECs in animal production	The learners shall be able to prepare an activity plan that aligns with the PECs of a practitioner/entrepreneur in animal production	LO 1. Recognize Personal Entrepreneurial Competencies and Skills (PECs) needed in animal production 1.1 Compare one’s PECs with those of a practitioner/entrepreneur 1.2 Align one’s PECs with those of a practitioner/entrepreneur 1.3 Assess one’s PECs 1.4 Assess practitioner’s PECs	TLE_PECs7-12-00-1

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1. Strengthening and developing further one's PECs	The learners demonstrate an understanding of one's PECs in animal production	The learners shall be able to create a plan of action that strengthens/develops one's PECs in animal production	LO 2. Develop and strengthen personal competencies and skills (PECs) needed in animal production 2.1 Identify areas for improvement, development and growth 2.2 Align one's PECs according to his/her business/career choice 2.3 Create a plan of action that ensures success of his/her business/career choice	TLE_PECs7-12-00-2
ENVIRONMENT AND MARKETING (EM)				
Market (Town) 1. Key concepts of market 2. Players in the market (competitors) 3. Products & services available in the market	The learners demonstrate an understanding of the concepts of environment and market and how they relate to the field of animal production, particularly in one's town/ municipality	The learners shall be able to create a business vicinity map reflective of the potential animal production market in the locality/town	LO 1. Recognize and understand the market in animal production 1.1 Identify the players/ competitors within the town 1.2 Identify the different products/services available in the market	TLE_EM7-12-00-1
Market (customer) 1. Key concepts in identifying and understanding the consumer 2. Consumer analysis through: 2.1 Observation 2.2 Interviews 2.3 Focus group discussion (FGD) 2.4 Survey			LO 2. Recognize the potential customer/ market in animal production 2.1 Profile potential customers 2.2 Identify the customer's needs and wants through consumer analysis 2.3 Conduct consumer/market analysis	TLE_EM7-12-00-2

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<ol style="list-style-type: none"> 1. Generating business ideas <ol style="list-style-type: none"> 1.1 Key concepts in generating business ideas 1.2 Knowledge, skills, passions, and interests 1.3 New applications 1.4 Irritants 1.5 Striking ideas (new concepts) 1.6 Serendipity Walk 			<p>LO 3. Create new business ideas in animal production by using various techniques</p> <ol style="list-style-type: none"> 3.1 Explore ways of generating business ideas from ones’ own characteristics/attributes 3.2 Generate business ideas using product innovation from irritants, trends, and emerging needs 3.3 Generate business ideas using Serendipity Walk 	TLE_EM7-12-00-3
<ol style="list-style-type: none"> 1. Product development 2. Key concepts in developing a product 3. Finding Value 4. Innovation <ol style="list-style-type: none"> 4.1 Unique Selling Proposition (USP) 	<p>The learners demonstrate an understanding of concepts of environment and market and how they relate to animal production, particularly in one’s town/municipality</p>	<p>The learners shall be able to create a business vicinity map reflective of the potential animal production market within the locality/town</p>	<p>LO 4. Develop a product/service in animal production</p> <ol style="list-style-type: none"> 4.1 Identify what is of “value” to the customer 4.2 Identify the customer 4.3 Explain what makes a product unique and competitive 4.4 Apply creativity and innovative techniques to develop marketable product 4.5 Employ a USP to the product/service 	TLE_EM7-12-00-4
<ol style="list-style-type: none"> 1. Selecting business idea 2. Key concepts in selecting a business idea <ol style="list-style-type: none"> 2.1 Criteria 2.2 Techniques 			<p>LO 5. Select a business idea based on the criteria and techniques set</p> <ol style="list-style-type: none"> 5.1 Enumerate various criteria and steps in selecting a business idea 5.2 Apply the criteria/steps in selecting a viable business idea 5.3 Determine a business idea based on the criteria/techniques set 	TLE_EM7-12-00-5

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Branding			LO 6. Develop a brand for the product 6.1 Identify the benefits of having a good brand 6.2 Enumerate recognizable brands in the town/province 6.3 Enumerate criteria for developing a brand 6.4 Generate a clear appeal	TLE_EM7-12-00-6
BASIC COMPETENCIES				
LESSON 1: PARTICIPATING IN WORKPLACE COMMUNICATION (PWC)				
<ul style="list-style-type: none"> • Parts of speech • Sentence construction • Effective communication 	The learners demonstrate an understanding of the underlying theories in participating in workplace communication	The learners shall be able to participate in workplace communication based on DOLE and industry standards	LO 1. Obtain and convey workplace information 1.1 Access specific relevant information is from appropriate sources 1.2 Use effective questioning and active listening and speaking to gather and convey information 1.3 Use appropriate medium to transfer information and ideas 1.4 Use appropriate nonverbal communication 1.5 Identify appropriate lines of communication with superiors and colleagues 1.6 Define work procedures for the location and storage of information 1.7 Carry out personnel interaction clearly and concisely	TVL_AFAAPPC9-12PWC-Ia-1
<ul style="list-style-type: none"> • Sentence construction • Technical writing • Recording information 			LO 2. Participate in workplace meeting and discussion 2.1 Attend team meetings on time 2.2 Express own opinions and listen to those of others 2.3 Conduct workplace interaction courteously while being mindful of cultural considerations	TVL_AFAAPPC9-12PWC-Ia-2

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			2.4 Ask and respond to questions on simple routine workplace procedures and matters concerning conditions of employment 2.5 Interpret and implement meeting outcomes	
<ul style="list-style-type: none"> • Basic mathematics • Technical writing • Types of forms 			LO 3. Complete relevant work-related documents 3.1 Complete rangesof forms relating to conditions of employment accurately and legibly 3.2 Record workplace data on standard workplace forms and documents 3.3 Use basic mathematical process for routine calculations 3.4 Errors in recording information on forms. 3.5 Identify and rectify documents 3.6 Complete reporting requirements to superior according to enterprise guidelines	TVL_AFAAPPC9-12PWC-Ib-3
LESSON 2: WORKING IN TEAM ENVIRONMENT (WTE)				
<ul style="list-style-type: none"> • Team role • Relationship and responsibilities • Role and responsibilities with team environment 	The students demonstrate an understanding of the underlying theories in working in team environment	The learners shall be able to work in a team environment according to industry procedures and requirements	LO 1. Describe team role and scope 1.1 Identify role and objective of the team 1.2 Identify team parameters, relationships, and responsibilities 1.3 Identify individual role and responsibilities 1.4 Identify and recognize roles and responsibilities of other team members 1.5 Identify reporting relationships within team and external to team	TVL_AFAAPPC9-12WTE-Ib-4

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<ul style="list-style-type: none"> • Work values and ethical standards • Company policies on the use and maintenance of equipment Relationship within a team 			LO 2. Set and meet work priorities 2.1 Prioritize competing demands to achieve personal, team and organizational goals and objectives 2.2 Utilize resources efficiently and effectively to manage work priorities and commitments. 2.3 Follow practices and economic use and maintenance of equipment and facilities as per established procedures.	TVL_AFAAPPC9-12WTE-Ic-5
<ul style="list-style-type: none"> • Communication process • Team structure/team roles • Group planning and decision making 			LO 3. Work as a team member 3.1 Undertake appropriate forms of communication and interactions. 3.2 Make appropriate contributions to complement team activities and objectives. 3.3 Follow reporting using standard operating procedures. 3.4 Contribute development of team work plans based from team role	TVL_AFAAPPC9-12WTE-Ic-6
LESSON 3: PRACTICING CAREER PROFESSIONALISM (PCP)				
<ul style="list-style-type: none"> • Personal Development-Social Aspects: Intra and Interpersonal Development • Organizational Goals • Personal Hygiene and Practices • Code of Ethics 	The students demonstrate an understanding of the underlying theories in practicing career professionalism	The learners shall be able to practice career professionalism based on industry requirements and TESDA standards	LO 1. Integrate personal objectives with organizational goals 1.1 Manifest personal growth and work plans towards improving the qualifications set for professionalism 1.2 Maintain intra and interpersonal relationship in the course of managing oneself based on performance evaluation 1.3 Demonstrate commitment to the organization and its goal in the performance of duties 1.4 Observe practice of appropriate personal hygiene	TVL_AFAAPPC9-12PCP-Ic-7

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<ul style="list-style-type: none"> • Work values and ethical standards • Company policies on the use and maintenance of equipment 			LO 2. Set and meet work priorities 2.1 Prioritize competing demands to achieve personal, team, and organizational goals and objectives 2.2 Utilize resources efficiently and effectively to manage work priorities and commitments 2.3 Follow practices and economic use and maintenance of equipment and facilities as per established procedures	TVL_AFAAPPC9-12PCP-Id-8
<ul style="list-style-type: none"> • Qualification Standards • Professionalism in the Workplace • List of Professional Licenses 			LO.3. Maintain professional growth and development 3.1 Identify training and career opportunities relevant to the job requirements 3.2 Acquire licenses and/or certifications according to the requirements of the qualifications 3.3 Complete and update training and career opportunities based on industry requirements	TVL_AFAAPPC9-12PCP-Id-9
LESSON 4. PRACTICING OCCUPATIONAL HEALTH AND SAFETY PROCEDURES (POHS)				
<ul style="list-style-type: none"> • Hazards and risks identification and control • Organizational safety and health protocol • Threshold limit value (TLV) • OHS indicators 	The students demonstrate an understanding of the underlying theories in practicing occupational health and safety procedures	The students shall be able to practice occupational health and safety procedures according to industry requirements and procedures	LO 1. Identify hazards and risks 1.1 Identify workplace hazards and risks 1.2 Identify hazards/risks and its corresponding indicators in with the company procedures 1.3 Recognize contingency measures in accordance with organizational procedures	TVL_AFAAPPC9-12POHS-Id-10
<ul style="list-style-type: none"> • TLV table • Phil OHS standards • Effects of hazards in the workplace 			LO 2. Evaluate hazards and risks 2.1 Identify terms of maximum tolerable limits which when exceeded will result in harm or damage based on TLV 2.2 Determine effects of the hazards 2.3 Identify and report OHS issues and/or concerns and safety hazards.	TVL_AFAAPPC9-12POHS-Id-11

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<ul style="list-style-type: none"> • Safety Regulations • Clean Air Act • Electrical and Fire Safety Code • Waste management • Disaster Preparedness and Management • Contingency Measures and Procedures 			<p>LO 3. Control hazards and risks</p> <p>3.1 Follow OHS procedures for controlling hazards/risks in workplace</p> <p>3.2 Follow procedures for dealing with workplace accidents, fire, and emergencies in accordance with organization OHS policies</p> <p>3.3 Use Personal Protective Equipment (PPE) in accordance with organization OHS procedures and practices</p>	TVL_AFAAPPC9-12POHS-Ie-12
<ul style="list-style-type: none"> • Operational health and safety procedure, practices, and regulations • Emergency-related drills and training 			<p>LO 4. Maintain OHS awareness</p> <p>4.1 Participate in emergency-related drills and trainings as per established organization guidelines and procedures</p> <p>4.2 Complete and update OHS personal records in accordance with workplace requirements</p>	TVL_AFAAPPC9-12POHS-Ie-13
COMMON COMPETENCIES				
LESSON 5: APPLYING SAFETY MEASURES IN FARM OPERATION (ASMF)				
<ul style="list-style-type: none"> • Work Tasks in Farm Operations • Places for safety measures • Time for safety measures • Preparation of tools and outfits <ul style="list-style-type: none"> - PPE - Checkup and repair prior to use 	The learners demonstrate an understanding of concepts, underlying theories, and principles in applying safety measures in animal production	The learners shall be able to observe safety measures in animal production according to industry requirements and procedures	<p>LO 1. Determine areas of concern for safety measures</p> <p>1.1 Identify work tasks in line with farm operations</p> <p>1.2 Determine place for safety measures in line with farm operations</p> <p>1.3 Determine time for safety measures in line with farm operations</p> <p>1.4 Prepare appropriate tools, materials and outfits in line with job requirement</p>	TVL_AFAAPPC9-12ASMF-IIf-14

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<ul style="list-style-type: none"> • Safety precautions in using tools and materials • Wearing PPE • Farm emergency procedures • Hazards identification and reporting • Compliance with health program of DOH and OSHS 			<p>LO 2. Apply appropriate safety measures</p> <p>2.1 Use tools and materials according to the specification and procedure</p> <p>2.2 Wear outfit according to the farm requirements</p> <p>2.3 Strictly observe shelf life/expiration dates of materials</p> <p>2.4 Follow emergency procedures to ensure seatwork requirements</p> <p>2.5 Identify and report hazards in the workplace in line with the guidelines</p>	TVL_AFAAPPC9-12ASMF-Ig-15
<ul style="list-style-type: none"> • Procedure in cleaning and storing tools and outfits • Proper handling of unused materials and chemicals <ul style="list-style-type: none"> - Labeling - Storing • Farm waste disposal <ul style="list-style-type: none"> - Waste management system - DENR regulations 			<p>LO 3. Safe keep/dispose of tools, materials, and outfit</p> <p>3.1 Clean and store used tools and outfit after use in designated areas</p> <p>3.2 Label and store unused materials according to manufacturer’s recommendation and farm requirements</p> <p>3.3 Dispose of waste materials according to manufacturer’s, government, and farm requirements</p>	TVL_AFAAPPC9-12ASMF-Ih-16
LESSON 6: USING FARM TOOLS AND EQUIPMENT (UFTE)				
<ul style="list-style-type: none"> • Pre-operational checkup of tools identification and reporting of defective tools • Safety practices in using tools 	The learners demonstrate understanding of the underlying theories in using farm tools and equipment	The learners shall be able to use farm tools and equipment according to industry requirements and procedures	<p>LO 1. Select and use farm tools</p> <p>1.1 Identify appropriate farm tools according to requirement/use</p> <p>1.2 Check farm tools for defects</p> <p>1.3 Report defective farm tools in accordance with farm procedures</p> <p>1.4 Use appropriate tools and equipment according to job requirements and manufacturer’s conditions</p>	TVL_AFAAPPC9-12UFTE-Ii-17

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Manual of farm equipment and specifications • Pre-operational check-up of equipment • Calibration and operation of farm equipment • Safety practices in using farm equipment 			LO 2. Select and operate farm equipment 2.1 Identify appropriate farm equipment 2.2 Read carefully instructional manual of the farm tools and equipment prior to operation 2.3 Conduct Pre-operation check-up in line with manufacturers manual 2.4 Identify and reports faults in farm equipment in line with farm procedures 2.5 Use farm equipment according to its function 2.6 Follow safety procedures	TVL_AFAAPPC9-12UFTE-lj-18
<ul style="list-style-type: none"> • Routine checkup and maintenance of tools and equipment <ul style="list-style-type: none"> - Cleaning of tools and equipment - Inspection of tools and equipment - Proper upkeep of equipment • Application of safety measures and practices • Storage of tools per farm procedures 			LO 3. Perform preventive maintenance 3.1 Clean tools and equipment immediately after use in line with farm procedures 3.2 Perform routine checkup and maintenance 3.3 Store tools and equipment in designated areas in line with farm procedures	TVL_AFAAPPC9-12UFTE-IIa-19
LESSON 7: PERFORMING ESTIMATION AND BASIC CALCULATION (PEBC)				
<ul style="list-style-type: none"> • Farm inputs • Labor requirements • Estimating farm inputs and labor requirements • Reporting estimation to appropriate person <ul style="list-style-type: none"> - Preparation of reports • Record keeping 	The learners demonstrate an understanding of basic estimation and calculation used in animal production	The learners shall be able perform to estimation and basic calculation relative to animal production	LO 1. Perform estimation 1.1 Identify job requirements from written or oral communications 1.2 Estimate quantities and resources and time required to complete a task 1.3 Calculate the duration of work completion 1.4 Report the estimated materials and resources to appropriate person	TVL_AFAAPPC9-12PEBC-IIb-c-20

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Basic mathematical operations • Systems of measurement • Units of measurement • Basic calculation • Methods of calculation • System and unit of measurements • Percentage and fraction calculation 			LO 2. Perform basic workplace calculation 2.1 Identify calculations to be made according to the job requirement 2.2 Identify correct methods of calculation 2.3 Ascertain systems and units of measurement to be followed 2.4 Perform calculations needed to complete a task using the four basic mathematical operations 2.5 Use fraction and percentage or mixed in calculating to complete the instruction 2.6 Employ different techniques in checking accuracy of result	TVL_AFAAPPC9-12PEBC-IId-e-21
LESSON 8: PROCESSING FARM WASTE (PFW)				
<ul style="list-style-type: none"> • Tools and materials for agricultural waste collection • Wearing of PPE • Collection of waste <ul style="list-style-type: none"> - Waste collection requirements and plan - OSHS - HAZMAT protocol - Profitability of the operation • Volume of waste 	The learners demonstrate understanding of processing farm waste	The learners shall be able to process farm waste according to industry requirement and DENR regulations	LO 1. Collect farm wastes 1.1 Prepare tools and materials for collection of farm wastes 1.2 Collect wastes following OSHS and waste collection requirements and plan 1.3 Collect dangerous and hazardous wastes following the HAZMAT protocol 1.4 Wear appropriate personal PPE as prescribed by OSHS	TVL_AFAAPPC9-12PFW-IIf-22
<ul style="list-style-type: none"> • Categories of farm waste <ul style="list-style-type: none"> - Verification of farm waste identification from authority • Waste segregation <ul style="list-style-type: none"> - Contamination prevention - Sorting - Placing in labeled containers • Codes and regulations on waste identification and segregation 			LO 2. Identify and segregate wastes 2.1 Identify waste by category according to industry standards and environmental legislation 2.2 Segregate waste according to organizational requirements and relevant legislation 2.3 Label sorted waste to prevent cross-contamination 2.4 Obtain information on waste by asking authority to ensure correct identification	TVL_AFAAPPC9-12PFW-IIg-23

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> Hazardous waste categories Proper handling of wastes <ul style="list-style-type: none"> OSH Processing of waste <ul style="list-style-type: none"> OSHS Waste segregation list 3 Rs (reduce, reuse, recycle) Environmental legislations/ policies on waste management and disposal 			LO 3. Treat and process farm wastes 3.1 Handle dangerous and hazardous waste according to organizational requirements and relevant legislation following OSHS procedures 3.2 Apply principles of 3Rs accordingly 3.3 Dispose of farm waste according to environmental legislation and codes	TVL_AFAAPPC9-12PFW-IIg-24
<ul style="list-style-type: none"> Placing of warning sign and labels in workplace Cleaning of work area <ul style="list-style-type: none"> 5S of good housekeeping Housekeeping Maintenance schedule Housekeeping inspection checklist Cleaning and checking tools <ul style="list-style-type: none"> Industry procedures and user's manual Storage of materials and equipment <ul style="list-style-type: none"> Industry procedures Inspection of PPE and equipment Record keeping according to industry requirements 			LO 4. Perform housekeeping 4.1 Display appropriate warning sign and labels in conspicuous place around the work place 4.2 Clean the work area according to 5S principle 4.3 Check, clean, and stow tools according to established industry procedure and following user's manual 4.4 Store materials following industry standard procedures and manufacturer's specifications 4.5 Check damage PPE and ensure that clean and undamaged equipment is store. 4.6 Keep record according to industry requirements.	TVL_AFAAPPC9-12PFW-IIh-25
CORE COMPETENCIES				
LESSON 9: MAINTAINING POULTRY ENVIRONMENT (MPE)				
<ul style="list-style-type: none"> Determining Poultry house and facilities layout per GAHP standards Inspection of Poultry Housing 	The learners demonstrate an understanding of maintaining poultry environment	The learners shall be able to maintain poultry environment according to industry	LO 1. Conduct preparatory activities 1.1 Determine farm layout of poultry house and facilities with reference to the housing plan	TVL_AFAAPPC9-12MPE-IIi-j-IIIb-26

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<p>and facilities according to enterprise procedures</p> <ul style="list-style-type: none"> • Reporting Poultry housing and facilities in compliance with Environmental Compliance Certificate • Preparation of tools, materials and equipment maintenance requirements and instructions 		<p>procedures and DENR requirements</p>	<p>1.2 Check poultry housing and facilities according to enterprise procedures</p> <p>1.3 Report the condition of poultry housing and facilities to the immediate authority in compliance with Environmental Compliance Certificate</p> <p>1.4 Prepare tools, materials, and equipment according to maintenance requirements and instructions of authority</p>	
<ul style="list-style-type: none"> • Cleaning and disinfecting poultry house and facilities • Minor repairs and maintenance poultry house and facilities. • Reporting of major malfunctions and irregular conditions • Practicing downtime loading • Applying safety measures <ul style="list-style-type: none"> a. Occupational Safety and Health Standards Practices b. Wearing of PPE 			<p>LO 2. Maintain poultry house and facilities</p> <p>2.1 Clean and disinfect poultry house and facilities in regular basis</p> <p>2.2 Do minor repairs and maintenance as per instruction and per work requirements</p> <p>2.3 Report major malfunctions and irregular conditions in the poultry house and facilities</p> <p>2.4 Practice wearing of appropriate PPE following OSHS procedures</p> <p>2.5 Practice downtime (rest period) prior to succeeding loading for at least one week</p> <p>2.6 Practice safety measures according to OSHS</p>	<p>TVL_AFAAPPC9-12MPE-IIIc-e-27</p>
<ul style="list-style-type: none"> • Production management of farm areas and vicinity <ul style="list-style-type: none"> - Enterprise procedure • Vermin and insects control according to <ul style="list-style-type: none"> - FPA guidelines - DENR regulation • Maintenance of farm regulation 			<p>LO 3. Maintain farm area</p> <p>3.1 Maintain farm area and vicinity according to production management and enterprise procedures</p> <p>3.2 Perform vermin and insect control according to Fertilizer and Pesticides Authority guidelines and DENR regulations</p> <p>3.3 Maintain farm vegetation to avoid common vermin and insects proliferation</p>	<p>TVL_AFAAPPC9-12MPE-IIIh-f-28</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Record keeping • Cleaning and storage of tools and equipment • Practicing record keeping according to <ul style="list-style-type: none"> - 5s principle of good housekeeping - Enterprise procedure • Waste management <ul style="list-style-type: none"> - 3 Rs Principle - DENR Regulation 			<p>LO 4. Perform completion activities</p> <p>4.1 Keep and update records for reporting and inventory purposes following enterprise procedures</p> <p>4.2 Clean and store tools and equipment according to manuals and enterprise procedures</p> <p>4.3 Practice housekeeping following 5S principles and enterprise procedures</p> <p>4.4 Manage Wastes following 3Rs principles and DENR regulations</p>	<p>TVL_AFAAPPC9-12MPE-IIIi-IVa-29</p>
LESSON 10: BROODING AND GROWING CHICKS (BGC)				
<ul style="list-style-type: none"> • Wearing of PPEs according OSHS procedures • Cleaning and disinfecting poultry houses • Preparing of materials, tools, and equipment for brooding and growing chicks • Installation of chick guards, curtains, and portable heaters • Cleaning and maintaining different types of litter materials according to farm schedule 	<p>The students demonstrate an understanding of the underlying theories in growing and brooding chicks</p>	<p>The learners shall be able to brood and grow chicks according to BAI and DENR procedures</p>	<p>LO 1. Conduct preparatory activities</p> <p>1.1 Wear PPE according to OHS procedures</p> <p>1.2 Clean and disinfect poultry house according to company standard and procedures</p> <p>1.3 Prepare materials, tools, and equipment according to production requirements</p> <p>1.4 Install and adjust chick guard, curtains, and portable heaters based on industry production requirements</p> <p>1.5 Clean and lay out litter material regularly following farm plans and schedules procedures</p> <p>1.6 Perform waste disposal following DENR regulations</p>	<p>TVL_AFAAPPC9-12BGC-IVb-d-30</p>
<ul style="list-style-type: none"> • Acquiring broiler and layer stocks • Proper housing of broiler and pullets 			<p>LO 2. Place chicks and pullets in brooder house.</p> <p>2.1 Obtain broiler and layer stocks from reliable/recommended sources</p>	<p>TVL_AFAAPPC9-12BGC-IVe-g-31</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Good Animal Husbandry Practices and Animal Welfare Act • Culling of chicken <ul style="list-style-type: none"> - Abnormalities of chicks - Methods of culling • Safety practices 			<p>2.2 Place a day-old chicks (DOC) and day-old pullets (DOP) to respective brooding houses observing Good Animal Practices and Animal Welfare Act</p> <p>2.3 Cull chicks with abnormalities from the flock</p>	
<ul style="list-style-type: none"> • Preparing feeders and waterers <ul style="list-style-type: none"> - Types and uses - Preparation and cleaning • Feeding according to <ul style="list-style-type: none"> - type of feeds - feeding guide • Supplement feeding • Poultry water requirements • Procedure in safekeeping of leftover feeds • Procedure in disposal of spoiled feed per DENR Regulation • Safety practices OSHS on feeding operation of birds 			<p>LO 3. Feed birds</p> <p>3.1 Prepare and clean feeders and waterers regularly</p> <p>3.2 Feed poultry according to company feeding guide</p> <p>3.3 Practice nutrient supplementation as remedial measures according to instructions of immediate authority</p> <p>3.4 Give water according to industry standards and bird requirements Secure leftover and dispose of spoiled feed properly</p>	<p>TVL_AFAAPPC9-12BGC-IVh-j-32</p>
<ul style="list-style-type: none"> • Providing optimum environment for growing chicks <ul style="list-style-type: none"> - Different lighting program - Ventilation - Curtain management • Bio-security measures application • Controlling vermin • Procedure in disposal of wastes <ul style="list-style-type: none"> - DENR regulations • Safety practices OSHS 			<p>LO 4. Provide optimum environment for the birds</p> <p>4.1 Provide lighting program based on industry standards</p> <p>4.2 Augment ventilation during hot climatic conditions</p> <p>4.3 Manage curtain based on prevailing conditions.</p> <p>4.4 Apply bio-security measures according to industry procedures</p> <p>4.5 Control vermin following industry</p>	<p>TVL_AFAAPPC9-12BGC-Ia-c-33</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Poultry distress conditions <ul style="list-style-type: none"> - Identifying distress conditions - Recording and reporting distress condition • Administration of Preventive and therapeutic measures • Health record • Isolation of sick birds • Culling of sick birds • OSHS on applying preventive treatment on birds 			<p>LO 5.Perform preventive and treatment measures</p> <p>5.1 Determine and immediately report distress conditions of poultry to authority or veterinarian</p> <p>5.2 Administer preventive measures according to veterinarian recommendations and instructions</p> <p>5.3 Isolate sick birds for treatment following instructions of veterinarian</p> <p>5.4 Apply culling procedures with reference to economic considerations and according to instructions of immediate authority</p>	TVL_AFAAPPC9-12BGC-ld-f-34
<ul style="list-style-type: none"> • Selecting and removing missexed birds • Flock selection procedures • Culling out of birds <ul style="list-style-type: none"> - birds with poor physical conditions - methods of culling • Flock relevant records • Updating flock relevant records 			<p>LO 6.Perform flock selection</p> <p>6.1 Remove missexed from flock following industry standards</p> <p>6.2 Perform flock selection according to company requirements and productivity standards</p> <p>6.3 Cull out birds in poor physical condition according to GAHP and company requirements on a regular basis</p> <p>6.4 Update relevant records on regular basis following enterprise protocol</p>	TVL_AFAAPPC9-12BGC-1g-i-35
LESON 11: PERFORMING PRE-LAYING AND LAYING ACTIVITIES (PLA)				
<ul style="list-style-type: none"> • Procedure in cleaning and disinfecting laying house • Preparation of tools ,materials and equipment <ul style="list-style-type: none"> - Types and uses of tools, materials, and equipment 	The students demonstrate understanding of skills required in proper flock management for pre-laying and laying activities	The learners shall be able to perform and maintain proper flock management for pre laying and laying stocks according to BAI and industry standards	<p>LO 1.Perform preparatory activities</p> <p>1.1 Clean and disinfect laying houses according to industry procedures</p> <p>1.2 Prepare tools, materials, and equipment according to work requirements</p>	TVL_AFAAPPC9-12PLA-lj-1lb-36

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Selection of ready-to-lay pullets <ul style="list-style-type: none"> - different strain of pullet - selection process • Culling pullets <ul style="list-style-type: none"> - types of abnormalities - culling technique • Transferring ready-to-lay with reference to <ul style="list-style-type: none"> - GAHP - Animal Welfare Act 			<p>LO2. Transfer layers in laying house</p> <p>2.1 Select ready to lay-pullets and transfer to laying house</p> <p>2.2 Cull pullets with abnormalities from the flock</p> <p>2.3 Transfer ready-to-lay-pullets to laying house with reference to Animal Welfare Act and Good Animal Practices</p>	<p>TVL_AFAAPPC9-12PLA-IIc-e-37</p>
<ul style="list-style-type: none"> • Following lighting program for layers <ul style="list-style-type: none"> - Lighting program schedule • Installation of lighting fixtures <ul style="list-style-type: none"> - lighting program schedule • Monitoring of Sexual development <ul style="list-style-type: none"> - sexual development of a layer - record keeping 			<p>LO3. Employ lighting program.</p> <p>3.1 Follow lighting program schedules.</p> <p>3.2 Install lighting fixtures according to required light intensity.</p> <p>3.3 Perform monitoring of sexual development in accordance with breed standards.</p>	<p>TVL_AFAAPPC9-12PLA-IIId-d-38</p>
<ul style="list-style-type: none"> • Preparing of feeder and waterer • Feeding of poultry <ul style="list-style-type: none"> - Feeds for layer - Feeds for broiler - Feed rate consumption - Feeding activities • Proper storage of feeds • Disposal of spoiled feed <ul style="list-style-type: none"> - DENR regulation • Monitoring productivity of layer • Record keeping • Types of record for layer 			<p>LO 4. Apply feeding activities</p> <p>4.1 Prepare and clean feeder and water trough regularly.</p> <p>4.2 Feed poultry species according to industry standard.</p> <p>4.3 Apply feeding according to layer requirement.</p> <p>4.4 Secure left – over feed and dispose spoiled feeds properly.</p> <p>4.5 Perform monitoring of birds’ productivity with reference to bird’s</p>	<p>TVL_AFAAPPC9-12PLA-IIId-e-39</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Deworming of layer • Applying booster vaccination program for layers <ul style="list-style-type: none"> - Following instructions of authorities - Different application of vaccines • Supplementation for layers. <ul style="list-style-type: none"> - vitamins - minerals - recommendation of veterinarians • OSHS on performing health care for layers 			<p>LO5.Perform health care</p> <p>5.1 Deworm according to the recommendation of a veterinarian or proper authority</p> <p>5.2 Make a booster vaccination program as recommended by the veterinarian</p> <p>5.3 Apply vaccine following veterinary instructions or as per product print ads</p> <p>5.4 Give vitamins and minerals supplementation based on assessment and recommendation of a veterinarian or animal nutritionist</p>	<p>TVL_AFAAPPC9-12PLA-IIIe-f-g-40</p>
<ul style="list-style-type: none"> • Collection of eggs <ul style="list-style-type: none"> - egg harvesting materials and procedure • Grading of eggs <ul style="list-style-type: none"> - egg classification • Packing and storing harvested eggs <ul style="list-style-type: none"> - Procedure in packing - Storage at room temperature • Culling of unproductive layers <ul style="list-style-type: none"> - Criteria of unproductive layers - Methods of culling - Record keeping 			<p>LO6. Perform harvesting and post -laying activities</p> <p>6.1 Collect eggs on a regular basis using appropriate materials and standard collecting procedure</p> <p>6.2 Classify eggs according to industry classification standard</p> <p>6.3 Pack and store eggs at appropriate room temperature</p> <p>6.4 Cull out the unproductive layers according to industry standard and procedures</p> <p>6.5 Keep records following enterprise requirements</p>	<p>TVL_AFAAPPC9-12PLA-IIIf-i-41</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
LESSON 12: TRIMMING BEAK (TRB)				
<ul style="list-style-type: none"> Preparation of tools and materials in debeaking Debeaking procedure based on <ul style="list-style-type: none"> Animal Welfare Act Guidelines in welfare of chicken GAHP OSHS 	The students demonstrate understanding of the underlying theories in trimming the beak	The students shall be able to trim the beak according to GAHP and Animal Welfare Act guidelines	LO1. Carry out preparatory activities 1.1 Prepare materials, tools and equipment for the operation according to work requirements. 1.2 Debeak conditioned birds following Good Animal Practices and Animal Welfare Act and Safety measures following Occupational Safety and Health Standards(OSHS).	TVL_AFAAPPC9-12TRB-IIj-IIIa-42
<ul style="list-style-type: none"> Debeaking procedure Proper restraining of birds according to <ul style="list-style-type: none"> Animal Welfare Act GAHP Appropriate use of PPE and OSHS when trimming beak 			LO2. Trim beak 2.1 Trim beak in appropriate age following standard industry procedures. 2.2 Restrain birds with net to facilitate calm capture. 2.3 Perform task by observing safety practices and following Good Animal Husbandry Practices (GAHP)	TVL_AFAAPPC9-12TRBE-IIj-IIIa-43
<ul style="list-style-type: none"> Re trimming of beak Proper restraining of beak <ul style="list-style-type: none"> Animal welfare Act GAHP Safety precautions in trimming beak 			LO 3. Retrim beak 3.1 Retrim beaks according to standard operating procedures 3.2 Restrain birds with net to facilitate calm capture 3.3 Perform task practicing OSHS and following GAHP	TVL_AFAAPPC9-12TRBE-IIIb-c-44
<ul style="list-style-type: none"> Practice of 3Rs and waste disposal procedure Maintaining and storing tools and equipment Record keeping and safety procedures 			LO 4. Carry out work to completion 4.1 Practice proper disposal according to environmental rules and regulations 4.2 Store tools, materials, and equipment according to industry protocol 4.3 Collect and update records for reporting purposes (daily/weekly)	TVL_AFAAPPC9-12TRBE-IIIId-f-45

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
(ELECTIVE) BREEDING CHICKEN (EBC)				
<ul style="list-style-type: none"> • Sourcing of poultry breeders <ul style="list-style-type: none"> - Poultry breeds and types - reliable sources • Selection of rooster for breeding <ul style="list-style-type: none"> - Characteristics of rooster to suit for breeding. • Installation and maintenance of breeder place <ul style="list-style-type: none"> - Maintenance of shed - Setting up a suitable nesting place - breeding practices - GAHP - Maintenance of hygienic environment • Transferring poultry breeder to shed according to <ul style="list-style-type: none"> - Good animal husbandry practices (GAHP) 	<p>The students demonstrate an understanding of the underlying theories in breeding chicken</p>	<p>The students shall be able to breed chicken successfully in accordance with industry and BAI procedures</p>	<p>LO 1. Conduct preparatory breeding activities</p> <ol style="list-style-type: none"> 1.1 Obtain poultry breeder from reliable source according to enterprise production requirement. 1.2 Determine characteristics of rooster suited for breeding following enterprise protocol 1.3 Maintain breeder sheds according to established farm practices following GAHP 1.4 Establish nests and set these up in a suitable place in reference to breeding practices 1.5 Transfer poultry breeder to appropriate breeder sheds following GAHP 1.6 Maintain hygienic environment according to enterprise standard procedures and requirements 	<p>TVL_AFAAPPC9-12EBC-IIj-IIIg-j-46</p>
<ul style="list-style-type: none"> • Breeding of male and female animals <ul style="list-style-type: none"> - Breeding schedule and plan • Training birds to lay eggs in nest and less on floor • Maintaining the temperature of the hen shed <ul style="list-style-type: none"> - Warm - Constant • Maintaining poultry breeder <ul style="list-style-type: none"> - Production objective • Keeping draft out • Conducting in-lay activities 			<p>LO 2. Carry out breeding to in-lay activities</p> <ol style="list-style-type: none"> 2.1 Mate male (rooster) with the females (hens) following enterprise breeding schedule and plan 2.2 Train birds to lay in nests with minimal number of eggs on floor following recognized industry standards 2.3 Keep temperature of the hen shed constant and warm according to established enterprise procedures 2.4 <i>Maintain breeder poultry</i> in line with egg production objective 	<p>TVL_AFAAPPC9-12EBC-IVa-c-47</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> - Enterprise protocol - production plan • Application of safety practices <ul style="list-style-type: none"> - use of PPE - OSHS on breeding to in-lay activities 			2.5 Prevent draft from entering the building according to enterprise protocol 2.6 Conduct in-lay activities according to enterprise protocol and production plan 2.7 Employ safety practices according to OSHS	
<ul style="list-style-type: none"> • Collection of eggs <ul style="list-style-type: none"> - Fertile egg - Egg-collection procedure - Humane handling of poultry during collection • Identification and grading of eggs <ul style="list-style-type: none"> - criteria for grading - production requirements - breeding objective • Egg cleaning and sanitation <ul style="list-style-type: none"> - Company requirements - Hygienic procedure - Maintaining hygienic environment • Recording and monitoring of collection 			LO 3. Collect eggs 3.1 Collect fertile eggs according to established enterprise protocol and requirement 3.2 Identify and grade eggs in accordance with production requirements and breeding objectives 3.3 Collect eggs in humanely handled poultry 3.4 Clean and sanitize eggs following company requirements and required hygienic procedures 3.5 Maintain hygienic environment following enterprise procedures and requirement 3.6 Collect records completely to accurately monitor production	TVL_AFAAPPC9-12EBC-IVd-f-48
<ul style="list-style-type: none"> • Selection of hatched eggs • Storage of eggs <ul style="list-style-type: none"> - Industry standard procedure • Incubating eggs according to enterprise process • Reduction of floor egg problem • Enterprise procedures/protocol 			LO 4. Care for hatching eggs 4.1 Select hatched eggs following standard enterprise protocol 4.2 Store eggs in accordance to industry standard procedures 4.3 Incubate eggs that are neglected by hens 4.4 Minimize floor-egg problems following enterprise procedures	TVL_AFAAPPC9-12EBC-IVg-j-49

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GLOSSARY

Animal Production	- A science that deals with the production and management of livestock or domesticated animals
Breed	- A group of animals that have common specific traits or characteristics
Broiler	- A type of chicken that is commonly raised between 35 and 42 days, and weighs between 1.5-2.0 kilograms; also known as “meat-type” poultry
Brooder	- A place/compartments where chicks are kept and provided with artificial heat at day-old to 15 days
Brooding	- A natural or artificial means of supplying heat to a newly hatched chick from one day to two weeks of age
Confinement	- The state of being confined; with restricted movement
Cage housing	- A type or system of poultry housing where poultry are kept singly, by twos, or in big groups in a compartment
Entrepreneur	- Someone who enters into any business to introduce a product or service
Equipment	- Power tools and machines that are used to facilitate work in the farm
Feed	- Edible materials which are consumed by animals and this contributes energy or nutrients to the animal diet
Feeding	- The process of giving feeds to animals
Fencing tool	- A device used for fence construction and layout of animal houses
Flammable	- Easily ignited and capable of burning rapidly
Hand tool	- Simple instruments used for simple repairs and maintenance operations
Handheld tool	- A tool that can be used or operated manually
Harvesting	- The process of picking or collecting birds either for home consumption or for sale. It is usually done after the operation of the project
Incubation	- The process by which eggs are provided with heat either naturally or artificially before they are hatched. The incubation period of chickens ranges from 18 to 21 days
Layer	- An egg-type poultry; chickens lay eggs from 6 to 18 months
Market	- A place where goods are sold
Mortality rate	- The number of animals that die based on the total number of animals raised
Nutrients	- Substances that nourish animals for specific purposes such as for health maintenance, growth, repair of body tissues, reproduction, and other productive activities
Parasite	- A living organism that is dependent on another living organism for food in order to survive
Poultry	- Feathered animals such as chicken, ducks, geese, etc.; a collective term for all domesticated birds rendering economic service to people
Power tool	- A tool powered by electricity or driven by a motor
Pullet	- A female fowl, 5 to 6 months of age, intended for egg production
Ration	- The amount of feed an animal receives in a 24-hour period
Rooster	- Refers to the adult male chicken for reproduction
Shovel	- A tool used for moving soil and other granular materials; it is used for cleaning ditches; also used for leveling a base for sill rocks and steps
Tool	- A device that helps to make human work easier and faster
Type	- A group of animals that are raised to serve a certain purpose
Vaccination	- An injection of vaccine, bacterin, antiserum or antitoxin to increase immunity or tolerance to disease

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(320 hours)

SELECTING AND PROCURING STOCKS

Bargain	-	Items that are sold at a very large price
Characteristic	-	Qualities and behaviors (of an animal)
Comb	-	The fleshy crest on the head of a fowl
Cull	-	Unproductive birds
Culling	-	Process of removing the unproductive animals within the herd
DOC	-	Newly-hatched chicks; day-old chicks
DOP	-	Day-old pullet
Deformities	-	Physical defects or abnormalities
Demand	-	Needs; requirements
Earlobes	-	The soft and fleshy thing that protrudes at the lower part of the external ear
Estimate	-	To calculate
Flock	-	A group of poultry
Fowl	-	Generally refers to chicken, ducks, geese, etc.
Full grown pullets	-	Birds that are ready to lay eggs
Hatchery	-	A place or establishment where eggs are hatched
Inferior	-	Low in quality
Investment	-	Capital in an enterprise with the expectation of profit
Livability	-	A group of birds with low death rate
Market demand	-	Commodities or goods that people need
Non-sitters	-	Fowls that do not sit on their eggs under incubation
Poultry grower	-	A person who raise chickens; poultry raiser
Profit	-	The excess of revenues over outflows in a given time
Qualities	-	Essential and distinguishing attributes of an animal healthy
Selection	-	The process of choosing or picking superior birds from a flock
Shank	-	The leg proper of a bird
Stocks	-	Animals used a foundation or parents of the next generation
Strain	-	Kind or breed of stock
Vigorous	-	Healthy; active

PROVIDING FEEDS AND IMPLEMENTING FEEDING PRACTICES

Absorption of digestion	-	The mechanical and chemical breakdown of food into smaller components that are more easily absorbed into the bloodstream
Ad libitum	-	Means "at one's pleasure"; in animal feeding, it pertains to the continuous feeding of the animal
Commercially mixed feeds	-	Feeds that are prepared in big quantities which are intended for sale either wholesale or retail
Digestion	-	The process of dissolving food into the stomach, so that it can be converted into available nutrients for the body
Feed additives	-	A substance added to the feeds to enhance the nutrient present in the feeds
Moistened	-	Slightly wet

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- Musty - With a moldy odor
 - Nutritious - Promoting nutrition; nourishing something
 - Overfeeding - When feed intake is more than what is required
 - Ration - The amount of feed given to birds necessary to nourish them within 24 hours
 - Retarded - Abnormally slow in development
 - Self-feeder - Equipment where feeds are placed
 - Self-feeding - Free to take feeds in the feeder
 - Wastage - Waste, worthless; loss of materials, minerals, or feeds
 - Absorption - Assimilation
 - Digestion - The process of dissolving food into the stomach, so that it can be turned into available nutrients for the body
 - Feed intake - The amount of feeds eaten by the birds
 - Stale - Not fresh
- BROODING**
- Crowding - A condition in which there is a large number of birds in a limited space and they have no more room for movement
 - Fixtures - Anything that is fixed in its place
 - Humidity - The condition of air moisture, specifically in a brooder
 - Litter - Materials used to cover floor space
 - Requirements - Things needed
 - Ventilation - The circulation of air inside and outside the brooder

MAINTAINING PROPER FLOCK MANAGEMENT

- Cannibalism - A condition in which birds form the habit of feather-picking, to the extent of eating their companions if not controlled
- Cauterize - The burning of wounds or injuries by means of a heated metal, to prevent further infection
- Debeaking/beak trimming - The removal of a part of the upper and lower beak of a bird to prevent cannibalism
- Flock uniformity - Having more or less equal weight among birds on a flock
- Good ventilation - Refers to the ample amount of air to the chicken
- Lighting - Having abundant/sufficient light or illumination
- Molting - The shedding of feathers among poultry
- Pigmentation - Color
- Pliable - Flexible; easily bent
- Pubic bone - One of the bones that make up the pelvis and is found at the lower part of the abdomen
- Vent - An opening for the escape of a gas or liquid or for the relief of pressure

PRE AND POST HARVEST ACTIVITIES

- Pewee - A group of small to medium-sized insect-eating birds
- Supply - Pertains to available goods or commodities

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PERFORMING PREVENTIVE AND THERAPEUTIC MEASURES

- Animal health management - A system designed to optimize the health and welfare of the animal. It includes prevention, treatment, and control of diseases and adverse condition
- Bio security - A set of measure designed to maintain a flock or herd at particular health status and to prevent the entry or exit of specific infectious agent
- Disease - Any deviation from the normal conditions of the body
- Down time period - Refers to the time between harvesting/culling and placement of new stock in a cage or house. This process is also known as "dormancy period".
- Dubbing - Refers to the trimming of wattles/comb through electro cauterizing device among male breeders to reduce injury due to picking or fighting
- Inclement weather - Bad weather
- Infectious disease - Transmissible/contagious disease
- Outbreak - A violent break of disease that affects a large number at once
- Prevention - An advance measure to eliminate the possible occurrence of pest and disease in the flock
- Susceptible - Easily affected
- Vaccine - Live and controlled causal organisms of certain diseases for immunization
- Veterinarian - An animal doctor

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Resources	Methodology	Assessment Method
Allis tissue forceps Animals (different stages of production) Ball pen/pencil Blood Boots Calculator Cap (cotton, rubber stopper) Cart/truck /push cart Castration rack/table CD/ Video Player CDs/Visual aids Chemical disinfectants Containers Cool box Cotton Covered box Disposable suit Drugs and biologics/medicine supplies Electric probe Farm Farm records/data Forceps Formalized solution Hand outs Hood Ice packs Learning guides Learning materials Lecture notes Medication Tray Medicine cabinet Mineral oil bottle Modules/Books Cyclone wire	Brainstorming Demonstration Direct observation Discussion Film Viewing Group discussion Lecture Multimedia presentation Practical application of skills Self-paced learning	Actual demonstration Demonstration of practical skills Direct Observation Interview/Oral questioning Written examination Actual Rating of Supervisors (Lesson 6)

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Portable/power sprayer PPE Resealable plastic bag Record notebook/ball pen/pencil Reference materials Refrigerant or ice Rubber stopper Rust remover Sacks/hoods Scalpel and blade Skin scraper Snoozer Sprayer (Portable, power sprayer) Styro box Syringe and needles(10 ml, 20 ml) Test tube Tool box Tranquilizer Vehicles /equipment Veterinary materials Visual materials/CD's/ Power Point Presentation Weighing Scale		
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**CODE BOOK LEGEND
 Sample: TVL_AFAAPPC9-12PWC-Ia-1**

LEGEND		SAMPLE	
First Entry	Learning Area and Strand	Technology and Livelihood Education Agri-Fishery Arts	TVL_AFA
	Subject Specialization	Animal Production (Poultry-Chicken)	APPC
	Grade Level	9 to 12	9-12
Uppercase Letter/s	Domain/ Content/ Component/ Topic	Participating in Workplace Communication	PCP
Roman Numeral *Zero if no specific Quarter	Quarter	First Quarter	I
Lower case letter/s *put an en dash (-) between letters to indicate more than a specific week	Week	Week one	a
Arabic Number	Learning Competency	Obtain and Convey Workplace Information	1

DOMAIN/COMPONENT	CODE
Basic Competencies	
Participating in Workplace Communication	PWC
Working in Team Environment	WTE
Practicing Career Professionalism	PCP
Practicing Occupational Health and Safety Procedures	POHS
Common Competencies	
Applying Safety Measures in Farm Operations	ASMF
Using Farm Tools and Equipment	UFTE
Performing Estimation and Basic Calculation	PEBC
Processing Farm Waste	PFW
Core Competencies	
Maintaining Poultry Environment	MPE
Brooding and Growing Chicks	BGC
Performing Pre-Laying and Laying Activities	PLA
Trimming Beak	TRB
Elective (Breeding Chicken)	EBC

Technology-Livelihood Education and Technical-Vocational Track specializations may be taken between Grades 9 to 12.


Schools may offer specializations from the four strands as long as the minimum number of hours for each specialization is met.

Please refer to the sample Curriculum Map on the next page for the number of semesters per Agri-Fishery Arts specialization and those that have pre-requisites. Curriculum Maps may be modified according to specializations offered by a school.

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SAMPLE AGRICULTURE AND FISHERY ARTS CURRICULUM MAP (updated as of May 2016)**

GRADE 7/8 (EXPLORATORY)			GRADES 9-12				
EXPLORATORY	Agricultural Crops Production (NC I)		4 sems				
	Agricultural Crops Production (NC II) ⁺ <small>updated based on TESDA Training Regulations published on December 28, 2013</small>						8 sems
	*Agricultural Crops Production (NC III)						8 sems
	Landscape Installation and Maintenance (NC II)		4 sems	Organic Agriculture (NC II)		4 sems	
	Pest Management (NC II)		4 sems	Rice Machinery Operation (NC II)		4 sems	
	Animal Production (Swine) (NC II) ⁺ <small>updated based on TESDA Training Regulations published on December 28, 2013</small>		4 sems	*Artificial Insemination: Swine (NC II)	2 sems	*Slaughtering Operations (Hog/Swine/Pig) (NC II)	2 sems
	Animal Production (Large Ruminants) (NC II) ⁺ <small>updated based on TESDA Training Regulations published on December 28, 2013</small>		4 sems	*Artificial Insemination: Large Ruminants (NC II)	2 sems	Fish Wharf Operation	2 sems
	Animal Production (Poultry-Chicken) (NC II) ⁺ <small>updated based on TESDA Training Regulations published on December 28, 2013</small>		4 sems	*Animal Health Care Management NC III		4 sems	
	Rubber Production (NC II)		4 sems	Rubber Processing (NC II)		4 sems	
				*Horticulture (NC III)		8 sems	
				Food Processing (NC II)		8 sems	
				Fish Capture (NC II)		8 sems	
				Aquaculture (NC II)		8 sems	
	Fish-Products Packaging (NC II)		4 sems	Fishing Gear Repair and Maintenance (NC III)		4 sems	

* Please note that these subjects have pre-requisites mentioned in the CG.
 + CG updated based on new Training Regulations of TESDA.
 Other specializations with no prerequisites may be taken up during these semesters.

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

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Reference:

Technical Education and Skills Development Authority-Qualification Standards Office. *Training Regulations for Animal Production Production (Poultry Chicken) NC II*. Taguig City, Philippines: TESDA, 2013.