

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**AGRI-FISHERY ARTS – ORGANIC AGRICULTURE (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**

	<b>Specialization</b>	<b>Number of Hours</b>	<b>Pre-requisite</b>
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**

	<b>Specialization</b>	<b>Number of Hours</b>	<b>Pre-requisite</b>
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**

	<b>Specialization</b>	<b>Number of Hours</b>	<b>Pre-requisite</b>
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)**

	<b>Specialization</b>	<b>Number of Hours</b>	<b>Pre-requisite</b>
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 is a course in **Organic Agriculture** leading to **NC II** Qualification consisting of the core competencies in organic agriculture that the high school student must achieve.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>Introduction</b> 1. Concepts and competencies in performing organic agriculture operations 2. Career Opportunities in Organic Agriculture	The learner demonstrates an understanding of the core concepts and competencies in organic agriculture operations.	The learner independently demonstrates core competencies in organic agriculture operations as prescribed by TESDA Training Regulations.	1. Explain concepts and perform core competencies in organic agriculture operations 2. Explore job opportunities in organic agriculture	
<b>PERSONAL ENTREPRENEURIAL COMPETENCIES (PECS)</b>				
1. Assessment of Personal Competencies and Skills (PECS) vis-à-vis PeCS of a practicing entrepreneur/employee in the province. 1.1. characteristics 1.2. attributes 1.3. lifestyle 1.4. skills 1.5. traits 2. Analysis of PeCS compared to PeCS of practicing entrepreneur/employee 3. Align, strengthen and develop one's PECS based on the results	The learner demonstrates an understanding of one's Personal Competencies and Skills (PECS) in organic agriculture.	The learner recognizes his/her Personal Entrepreneurial Competencies and Skills (PECS) and prepares an activity plan that aligns with the PeCS of a practitioner/entrepreneur in organic agriculture.	<b>LO 1. Recognize Personal Entrepreneurial Competencies and Skills (PECS) needed in Organic Agriculture</b> 1.1. Assess one's PECS 1.2. Assess PeCS of practicing entrepreneur/employee 1.3. Compare one's PECS with those of a practitioner /entrepreneur 1.4. Align one's PECS with those of a practitioner/entrepreneur	<b>TLE_PeCS9-12-00-1</b>
<b>ENVIRONMENT AND MARKET (EM)</b>				
Market (Province) 1. Key concepts of a Market 2. Players in the Market (Competitors) 3. Products & services available in the market	The learner demonstrates an understanding of the concepts <i>environment</i> and <i>market</i> and how they relate to organic agriculture in the province.	The learner independently creates a business vicinity map reflective of the potential organic agriculture market within the province.	<b>LO 1. Recognize and understand the market in organic agriculture</b> 1.1. Identify the players/ competitors within the province 1.2. Identify the different products/services available in the market	<b>TLE_EM9-12-00-1</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Market (Customer) <ol style="list-style-type: none"> <li>1. Key concepts in Identifying and Understanding the Consumer</li> <li>2. Consumer Analysis through: <ol style="list-style-type: none"> <li>2.1. Observation</li> <li>2.2. Interviews</li> <li>2.3. Focus Group Discussions (FGD)</li> <li>2.4. Survey</li> </ol> </li> </ol>			<b>LO 2. Recognize the potential customer/market organic agriculture</b> <ol style="list-style-type: none"> <li>2.1. Identify the profile of potential customers</li> <li>2.2. Identify the customer’s needs and wants through consumer analysis</li> <li>2.3. Conduct consumer/market analysis</li> </ol>	<b>TLE_EM9-12-00-2</b>
<ol style="list-style-type: none"> <li>3. Generating Business Ideas <ol style="list-style-type: none"> <li>3.1. Key concepts in generating business ideas</li> <li>3.2. Knowledge, skills, passions, and interests</li> <li>3.3. New application</li> <li>3.4. Irritants</li> <li>3.5. Striking ideas (new concept)</li> <li>3.6. Serendipity Walk</li> </ol> </li> </ol>			<b>LO 3. Create new business ideas in organic agriculture business by using various techniques</b> <ol style="list-style-type: none"> <li>3.1. Explore ways of generating business idea from ones’ own characteristics/attributes</li> <li>3.2. Generate business ideas using product innovation from irritants, trends and emerging needs</li> <li>3.3. Generate business ideas using the Serendipity Walk</li> </ol>	<b>TLE_EM9-12-00-3</b>
<b>QUARTER 1 and 2</b>				
<b>LESSON 1 : Raising Organic Chicken (OC)</b> <i>(Note: Research components should be included in all activities)</i>				
<ol style="list-style-type: none"> <li>1. Select healthy stock and suitable housing</li> </ol>	The learner demonstrates an understanding of the basic concepts, concept underlying principles and theories in raising organic chicken.	The learner independently raises organic chicken based on TESDA Training Regulations.	<b>LO 1. Selection of healthy stocks and suitable housing</b> <ol style="list-style-type: none"> <li>1.1. Identify breed/strain as per PNS- Organic Agriculture-Livestock and GAHP Guidelines</li> <li>1.2. Select healthy chicks based on industry indicator for healthy chicks</li> <li>1.3. Determine suitable site for chicken house design based on PNS recommendations</li> </ol>	<b>TLE_AFOA9-120C-Ia-j-IIa-j-1</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			1.4. Prepare chicken house design based on the Philippine National Standards ( <b>PNS</b> ) recommendation 1.5. Prepare house equipment installation design in line with PNS recommendation and actual scenario	
2. Set-up cage equipment			1.6. Install house equipment in line with housing design 1.7. Secure available bedding materials in the locality 1.8. Prepare bedding based on housing equipment housing design 1.9. Set-up brooding facility based on the housing equipment installation design	
3. Feed Chicken			1.10. Select suitable feeding materials available in the locality and nutrient requirements of chicken 1.11. Prepare feed materials following prescribed formulation 1.12. Feed animals based on feeding management program 1.13. Monitor feeding following farm procedure	
4. Grow and Harvest Chicken			1.14. Monitor growth rate based on farm procedure 1.15. Implement sanitation and cleanliness program based on farm procedure 1.16. Collect and formulate organic waste for fertilizer 1.17. Select suitable chicken for harvest based on market specifications 1.18. Accomplish production record according to farm procedure	

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>QUARTER 3 and 4</b>				
<b>LESSON 2: Produce Organic Vegetables (OV)</b> <i>(Note: Research components should be included in all activities)</i>				
1. Establish Nursery	The learner demonstrates an understanding of the basic concepts, underlying theories and principles in producing organic vegetables.	The learner independently demonstrates the core competencies in producing organic vegetables based on TESDA Training Regulations.	<b>LO 1. Establish nursery</b>	<b>TLE_AFOA9-12OV-IIIa-j-IVa-j-1</b>
2. Plant seedlings			1.1 Select seeds based on PNS and NSQCS/BPI guidelines	
			1.2 Prepare seedbeds based on planting requirements and the Vegetable Production Manual (VPM)	
			1.3 Care and maintain seedlings according to farm procedure	
			1.4 Perform land preparations according to prescribed practice (cleaning, plowing, and farrowing)	
			1.5 Identify beneficial micro-organism and introduced it prior to planting vegetable crops	
			1.6 Transplant vegetable seedlings based on VPM recommendations	
			1.7 Water seedlings based on VPM recommendations	
3. Perform plant care and management			1.8 Implement water management system according to plan	
			1.9 Determine effective control measures on specific pests and diseases found under the "pest, disease and weed management" section of the PNS	
			1.10 Replant all missing hills to maintain the desired plant population of the area	
			1.11 Maintain plant rejuvenation/ratting according to PNS	
			1.12 Apply organic fertilizer following the fertilization policy of the PNS	
4. Perform harvest and post harvest activities			1.13 Check products using maturity indices of vegetable crops according to PNS, PNS-Organic Agriculture practice	



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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			1.14 Harvest marketable products according to PNS, PNS-Organic Agriculture practice 1.15 Classify marketable products according to PNS, PNS-Organic Agriculture practice 1.16 Use appropriate harvesting tools and material according to PNS 1.17 Apply post harvest practices according to PNS and GAP recommendations 1.18 Accomplish production record according to farm procedure	
<b>QUARTER 1 and 2</b>				
<b>LESSON 1 : Produce Organic Fertilizer (OF)</b> <i>(Note: Research components should be included in all activities)</i>				
1. Prepare composting area and raw materials	The learner demonstrates an understanding of the basic concepts, underlying theories and principles in producing organic fertilizer.	The learner independently produces organic fertilizer based on TESDA Training Regulations.	<b>LO 1. Prepare composting area and raw materials</b> 1.1 Select site based on compost fertilizer production requirement 1.2 Prepare site layout based on location 1.3 Prepare bed according to production requirements 1.4 Gather materials for organic fertilizer based on production requirements and PNS	<b>TLE_AFOA9-12OF-Ia-j-IIa-j-1</b>
2. Compost and harvest fertilizer			1.5. Apply appropriate composting method based on production requirements 1.6. Monitor compost based on PNS indications of fully decomposed fertilizer 1.7. Check quality of harvest based on PNS indications of fully decomposed fertilizer 1.8. Carry out processing of compost fertilizer based on production requirements	

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			1.9. Perform record keeping based on farm procedure	
<b>QUARTER 3 and 4 (80 hrs)</b>				
<b>LESSON 2: Produce Organic Concoction (CO)</b> <i>(Note: Research components should be included in all activities)</i>				
1. Prepare for the production of various concoction and extracts	The learner demonstrates an understanding of the basic concepts, underlying theories and principles in the production of various concoction and extracts.	The learner independently produces various concoction and extracts based on TESDA Training Regulations.	1.10. Clean, sanitize and secure work and storage areas	<b>TLE_AFOA9-12CO-IIIa-j-IVa-j-1</b>
			1.11. Clean and free from synthetic chemicals raw materials	
			1.12. Clean, free from contaminations and must be "food grade" quality tools, materials and equipment	
	1.13. Observe personal hygiene according to OHS procedure			
2. Process concoctions		1.14. Prepare raw materials according to industry practice		
		1.15. Set fermentation procedure based on industry practice		
		1.16. Ferment various organic concoctions following to organic practices		
		1.17. Harvest concoctions based on the fermentation period of the concoction		
3. Package concoctions		1.18. Contain concoctions in sanitized bottles and containers		
		1.19. Label and tag packaged concoctions according to industry practice		
		1.20. Store package concoctions following the organic practices		
		1.21. Record production of concoctions based on industry practice		

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**CODE BOOK LEGEND**

**Sample: TLE\_AFOA9-12CO-IIIa-j-IVa-j-1**

LEGEND		SAMPLE		DOMAIN/ COMPONENT	CODE
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Technology and Livelihood Education_Agri-Fishery Organic Agriculture	<b>TLE_AF OA 9-12</b>	Personal Entrepreneurial Skills	PECS
	Grade Level	Grade 9/10/11/12		Environment and Marketing	EM
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Produce Organic Concoction	<b>CO</b>	Raising Organic Chicken	OC
				-	
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	Third Quarter	<b>III</b>	Produce Organic Vegetables	OV
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week one to ten	<b>a-j</b>	Produce Organic Fertilizer	OF
				-	
<b>Arabic Number</b>	Competency	Contain concoctions in sanitized bottles and containers	<b>1</b>	Produce Organic Concoction	CO

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							
<b>EXPLORATORY</b>				Agricultural Crops Production (NC I)		4 sems					
				Agricultural Crops Production (NC II) <sup>+</sup> <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) <sup>+</sup> <small>updated based on TESDA Training Regulations published on December 28, 2013</small>		4 sems		*Artificial Insemination: Swine (NC II)		2 sems	
				Animal Production (Large Ruminants) (NC II) <sup>+</sup> <small>updated based on TESDA Training Regulations published on December 28, 2013</small>		4 sems		*Artificial Insemination: Large Ruminants (NC II)		2 sems	
				Animal Production (Poultry-Chicken) (NC II) <sup>+</sup> <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 Organic Agriculture NC II*. Taguig City, Philippines: TESDA, 2012.