

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
AGRI-FISHERY ARTS – PEST MANAGEMENT (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 course covers the skills, knowledge and attitude required of the high school student in **Pest Management**. It includes the competencies of (1) conducting field assessments, (2) applying bio-control measures, (3) applying cultural management strategies, (4) applying physical control, (5) applying chemical control measures, (6) monitoring results of pest management activities, and (7) providing feedback.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Introduction <ol style="list-style-type: none"> 1. Basic concepts in pest management 2. Relevance of the course 3. Career opportunities 	The learner demonstrates an understanding of the basic concepts and underlying theories in pest management of vegetables	The learner independently demonstrates core competencies in pest management of vegetables as prescribed by TESDA Training Regulations.	<ol style="list-style-type: none"> 1. Explain basic concepts in pest management 2. Explore career job opportunities in pest management 	
PERSONAL ENTREPRENEURIAL COMPETENCIES				
<ol style="list-style-type: none"> 1. Assessment of learner's Personal Entrepreneurial Competencies and Skills (PECS) vis-à-vis a PeCS of a practicing entrepreneur/employee <ol style="list-style-type: none"> 1.1. Characteristics 1.2. Attributes 1.3. Lifestyle 1.4. Skills 1.5. Traits 2. Analysis of one's PECS based on the results of the assessment 	The learner demonstrates an understanding of one's Personal Entrepreneurial Competencies and Skills (PECs) in Pest Management practices.	The learner independently creates a plan of action that strengthens/further develops his/her PECs in Pest Management practices.	LO 1. Develop and strengthen personal competencies and skills (PECs) needed in Pest Management <ol style="list-style-type: none"> 1.1. Identify areas for improvement, development and growth 1.2. Align one's PECs according to his/her business/career choice 1.3. Create a plan of action that ensures success of his/her business/career choice 	TLE_PEC9-12-00-1
ENVIRONMENT AND MARKET				
<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) 	The learner demonstrates an understanding of the concepts <i>environment</i> and <i>market</i> in the field of pest management, particularly in one's province.	The learner independently creates a business vicinity map reflective of the potential pest management market within the province.	LO 1. Develop a product/service in Pest Management <ol style="list-style-type: none"> 1.1. Identify what is of "Value" to the customer 1.2. Identify the customer 1.3. Explain what makes a product unique and competitive 	TLE_EM9-12-00-1

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			1.4. Apply creative and innovative techniques to develop marketable product 1.5. Employ a Unique Selling Proposition (USP) to the product/service	
5. Selecting a Business Idea 6. Key concepts in selecting a business idea 7. Criteria 8. Techniques			LO 2. Select a business idea based on the criteria and techniques set 2.1. Enumerate various criteria and steps in selecting a business idea 2.2. Apply the criteria/steps in selecting a viable business idea 2.3. Determine a business idea based on the criteria/techniques set	TLE_EM9-12-00-2
9. Branding			LO 3. Develop a brand for the product 3.1. Identify the benefits of having a good brand 3.2. Enumerate recognizable brands in the town/province 3.3. Enumerate the criteria for developing the brand 3.4. Generate a clear appealing product brand	TLE_EM9-12-00-3
GRADE 11				
QUARTER 1 and 2				
LESSON 1: CONDUCT FIELD ASSESSMENT <i>(Note: Research component should be included in all activities)</i>				
1. Assess the area 2. Identify pests and their natural enemies, and other beneficial organisms 3. Collect data related to natural enemy populations and pest infestations 4. Maintain records and provide feedbacks	The learner demonstrates an understanding of the importance of pest management and field assessment.	The learner independently conducts a field assessment based on a field guide/manual.	LO 1. Assess the area 1.1. Visit field for assessment according to farm work procedures 1.2. Observe plant appearance and growth for possible presence of pests and their natural enemies, other beneficial organisms and nutritional disorders according to farm work procedures 1.3. Identify OHS, assess risks and implement suitable preventive measures according to farm work procedures	TLE_AFMP9-12AA-Ia-e-1

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			1.4. Take note of environment and other relevant information with regard to assessment activities following standard procedure	
			LO 2. Identify pests and their natural enemies and other beneficial organisms 2.1. Identify pests and their natural enemies, and other beneficial organisms according to farm work procedures 2.2. Consult the teacher or the pest specialist to validate the identity of pests and their natural enemies, and other beneficial organisms in line with farm work procedures	TLE_AFMP9-12PN-If-j-2

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			LO 3. Collect data related to natural enemy populations and pest infestations 3.1. Gather information on the identified natural enemies' density as well as degree of pest infestation and severity of pest damage according to farm work procedures 3.2. Collect data on the environment and other relevant information in accordance with farm work procedures 3.3. Determine levels of infestation/severity tolerated by the client, market or environment in line with Integrated Management Plan (IPM) 3.4. Obtain professional advice according to enterprise guidelines	TLE_AFMP9-12CD-IIa-e-3
			LO 4. Maintain Records and Provide Feedbacks 4.1. Update and complete records in line with workplace procedure 4.2. Discuss result of assessment activities following standard procedure	TLE_AFMP9-12RF-IIif-j-4
QUARTER 3				
LESSON 2: APPLY BIO-CONTROL MEASURES <i>(Note: Research component should be included in all activities)</i>				
1. Identify target pest and their natural enemies 2. Methods of bio-control measures 3. Select bio-control activities and prepare for the application 4. Implement control activities 5. Check performance of control activities	The learner demonstrates an understanding of the application of bio-control measures.	The learner independently applies bio-control measures in adherence to approved practices.	LO 1. Identify target Pests and their natural enemies, and other beneficial organisms 1.1. Identify pests which warrant action, their natural enemies, and other beneficial organisms according to general classification/lifecycle and behavior/signs and symptoms and stage of plant growth 1.2. Consult the teacher or the pest specialist to validate identification of	TLE_AFMP9-12PE-IIIa-c-1

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			target pests and their natural enemies, and other beneficial organisms 1.3. Assess requirement for available bio-control measure in line with IPM strategy	
			LO 2. Select Bio-control Activities and Prepare for the Application 2.1. Select bio-control measures, natural enemies, and other beneficial organisms, determine its availability and appropriateness in order to reduce pest density and level of severity/infestation. Determine the environment and other relevant information in accordance with farm work procedures 2.2. Prepare the necessary supplies and materials, tools, machinery, equipment and facilities according to farm work procedures 2.3. Select suitable PPE according to OHS requirements	TLE_AFMP9-12BC-IIIId-f-2
			LO 3. Implement Control Activities 3.1. Implement appropriate bio-control measures in line with farm work procedures 3.2. Use tools, machinery and equipment, facilities and PPE in accordance with OHS requirements	TLE_AFMP9-12IC-IIIg-h-3

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			LO 4. Check performance of control activities 4.1. Record and monitor implemented management options in line with farm work procedures 4.2. Undertake supplemental and remedial actions according to work instructions 4.3. Maintain records according to standard procedures	TLE_AFMP9-12PC-III-i-j-4
QUARTER 4				
LESSON 3: APPLY CULTURAL MANAGEMENT STRATEGIES <i>(Note: Research component should be included in all activities)</i>				
1. Identify target pests and their natural enemies, and other beneficial organisms 2. Methods of cultural management 3. Select cultural management strategies and prepare for implementation 4. Implement control activities 5. Check performance of control activities	The learner demonstrates an understanding of the application of cultural management strategies.	The learner independently applies cultural management activities following approved practices.	LO 1. Identify pests and their natural enemies and other beneficial organisms 1.1. Identify pests and their natural enemies, and other beneficial organisms according to general classification/life cycle and behavior/ signs and symptoms and stage of plant growth 1.2. Consult the teacher or the pest specialist to validate the identification of target pests and their natural enemies and other beneficial organisms according to farm work procedures 1.3. Assess requirement for available cultural management strategies measure in line with IPM strategy in line with the IPM strategy	TLE_AFMP9-12PB-IVa-c-1

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			<p>LO 2. Select cultural management strategies and prepare for implementation</p> <p>2.1. Select cultural management strategies to target pests. Select natural enemies, and other beneficial organisms, its availability and appropriateness to prevailing pest density, level of severity/infestation, the environment and other relevant information in accordance with farm work procedures</p> <p>2.2. Prepare the necessary supplies and materials, tools, machinery and equipment according to farm work procedures</p> <p>2.3. Select suitable PPE according to OHS requirements</p>	<p>TLE_AFMP9-12CM-IVd-f-2</p>
			<p>LO 3. Implement control activities</p> <p>3.1. Implement appropriate cultural management strategies in line with farm work procedures</p> <p>3.2. Use tools, machinery and equipment and PPE in accordance with OHS requirements</p>	<p>TLE_AFMP9-12CA-IVg-h-3</p>
			<p>LO 4. Check performance of control activities</p> <p>4.1. Record and monitor control activities in line with farm work procedures</p> <p>4.2. Undertake supplemental and remedial actions if necessary according to work instructions</p> <p>4.3. Maintain records according to standard procedures</p>	<p>TLE_AFMP9-12CP-IVi-j-4</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
QUARTER 1				
LESSON 1: APPLY PHYSICAL CONTROL MEASURES <i>(Note: Research component should be included in all activities)</i>				
<ol style="list-style-type: none"> 1. Identify target pests and their natural enemies, and other beneficial organisms 2. Principles and practices of physical control 3. Select cultural management strategies and prepare for implementation 4. Implement control activities 5. Check performance of control activities 	<p>The learner demonstrates an understanding of applying physical control measures.</p>	<p>The learner independently applies physical control measures in accordance to farm work procedures.</p>	<p>LO 1. Identify pests and their natural enemies and other beneficial organisms</p> <ol style="list-style-type: none"> 1.1. Identify pests and their natural enemies, and other beneficial organisms according to general classification/life cycle and behavior/ signs and symptoms and stage of plant growth 1.2. Consult the teacher or the pest specialist to validate identification of target pests and their natural enemies and other beneficial organisms according to farm procedures 1.3. Assess requirement for physical control measures in line with IPM strategies 	<p>TLE_AFMP9-12PC-Ia-c-1</p>
			<p>LO 2. Control measure and prepare for implementation</p> <ol style="list-style-type: none"> 2.1. Select physical control measures to target pests and their natural enemies. Select other beneficial organisms, its availability and appropriateness to prevailing pest density, level of severity/infestation, the environment and other relevant information in accordance with farm work procedures 2.2. Prepare necessary supplies, materials, tools, machinery and equipment according to farm work procedures 2.3. Select suitable PPE according to OHS requirements 	<p>TLE_AFMP9-12PC-Id-f-2</p>
			<p>LO 3. Implement control activities</p> <ol style="list-style-type: none"> 3.1. Implement appropriate control measures in line with farm work procedures 	<p>TLE_AFMP9-12PC-Ig-h-3</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			3.2. Use tools, machinery, equipment, and PPE in accordance with OHS requirements	
			LO 4. Check performance of control activities 4.1. Record and monitor control activities in line with farm work procedures 4.2. Undertake supplemental and remedial actions if necessary according to work instructions 4.3. Maintain records according to standard procedures	TLE_AFMP9-12PC-Ii-j-4
QUARTER 2 and 3				
LESSON 2: APPLY CHEMICAL CONTROL MEASURES <i>(Note: Research component should be included in all activities)</i>				
1. Identify target pests and their natural enemies, and other beneficial organisms 2. Select appropriate pesticide 3. Prepare for the application of the appropriate pesticide 4. Apply appropriate pesticide 5. Clean up following application 6. Check and record performance of control activities 7. Transport, handle and store chemicals	The learner demonstrates an understanding of the application of chemical control measures.	The learner independently applies chemical control measures following the manufacturer’s recommendation.	LO 1. Identify target pests and their natural enemies, and other beneficial organisms 1.1. Identify pests and their natural enemies and other beneficial organisms according to general classification/lifecycle and behavior/signs and symptoms and stage of growth 1.2. Consult the teacher or the pest specialist to validate identification of target pests and their natural enemies, and other beneficial organisms 1.3. Assess requirement for pesticide as an option, after considering non-chemical alternatives, within the IPM strategy	TLE_AFMP9-12TP-IIa-c-1

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			<p>LO 2. Select Appropriate Pesticide</p> <p>2.1. Select appropriate pesticide(s) based on target pest, pest and natural enemy density, level of severity/infestation, environment and other relevant information in accordance with farm work procedures</p> <p>2.2. Check labels according to requirements and specifications</p> <p>2.3. Use pesticide in accordance with legislations and regulations</p> <p>2.4. Identify OHS hazards, assess risks, implement controls and report to the teacher according to farm work procedures</p>	<p>TLE_AFMP9-12AP-IIId-f-2</p>
			<p>LO 3. Prepare for the Application of Appropriate Pesticide</p> <p>3.1. Select suitable PPE according to product label and safety requirements</p> <p>3.2. Select suitable application equipment and tools according to farm work procedures</p> <p>3.3. Carry out pre-operational and safety checks on application equipment and tools, calibrations and adjustments made according to manufacturer's specifications and farm work procedures</p> <p>3.4. Define and calculate pesticide mixing rates according to requirements and specifications</p> <p>3.5. Mix pesticides according to directions, standards and legislative requirements</p>	<p>TLE_AFMP9-12PP-IIg-h-3</p>

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			<p>LO 4. Apply appropriate pesticide</p> <p>4.1. Assess and forecast meteorological condition prior to application of pesticide</p> <p>4.2. Apply specific products with prescribed timing, rate and method according to farm work procedures and product label/directions with due consideration of environmental implications</p> <p>4.3. Use appropriate PPE according to farm work procedures and product labels/directions</p>	<p>TLE_AFMP9-12PA-III-j-4</p>
			<p>LO 5. Clean up following application</p> <p>5.1. Clean and store application equipment and tools according to farm work procedure</p> <p>5.2. Store or dispose of unused chemicals according to storage temperature requirements, label directions and standard procedure</p> <p>5.3. Properly dispose of used containers according to prescribed procedure</p> <p>5.4. Clean site according to directions and standards</p> <p>5.5. Handle chemical spills according to standard procedures</p> <p>5.6. Observe personal safety according to prescribed procedures</p>	<p>TLE_AFMP9-12FA-IIIa-d-5</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			LO 6. Check and Record Performance of Control Activities 6.1. Record product applications according to farm work procedure 6.2. Undertake supplemental and remedial actions if necessary following work instructions 6.3. Record observable adverse effects to natural enemies, humans, farm animals and the environment according to farm work procedures 6.4. Maintain records as required by legislation and enterprise guidelines	TLE_AFMP9-12RP-IIIe-h-6
			LO 7. Transport, handle and store chemicals 7.1. Transport or carry chemicals to and from the farm building using specified container/equipment and materials 7.2. Properly store unused chemicals using first in first out system	TLE_AFMP9-12TH-IIIi-j-7
QUARTER 4				
LESSON 3: MONITOR RESULTS OF PEST MANAGEMENT ACTIVITIES AND PROVIDE FEEDBACK <i>(Note: Research component should be included in all activities)</i>				
1. Check and record performance of control activities 2. Address performance of control activities	The learner demonstrates an understanding of monitoring results of pest management activities and providing feedback.	The learner independently monitors results of pest management activities and provides feedback according to regulations.	LO 1. Check and Record Performance of Control Activities 1.1. Monitor and record targeted plant response to pest management activities, as well as any non-targeted environmental effects 1.2. Prepare and submit progress report according to farm work procedure	TLE_AFMP9-12CR-IVa-e-1

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AGRI-FISHERY ARTS – PEST MANAGEMENT (NC II)
(320 hours)

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			LO 2. Address Performance of Control Activities 2.1. Report to teacher any gap or deviation from expected results of control activities according to standard procedures 2.2. Implement adjustment to control measures when necessary according to work instructions 2.3. Keep and update records regularly according to farm procedures	TLE_AFMP9-12AC-IV f-j-2

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GLOSSARY

Beneficial Organism	Any animal that helps protect the plants or control the pests before further destruction is made.
Bio-control	A method of controlling pests using other plants or animals (microorganisms).
Natural enemies	These are animals which kill the pests thus, considered as friends of farmers
Target Pests	Animals to be controlled of to be killed

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CODE BOOK LEGEND

Sample: TLE_AFMP9-12AA-Ia-e-1

LEGEND		SAMPLE	
First Entry	Learning Area and Strand/ Subject or Specialization	Technology and Livelihood Education_ Agri-Fishery Pest Management	TLE_AF MP 9-12
	Grade Level	Grade 9/10/11/12	
Uppercase Letter/s	Domain/Content/ Component/ Topic	Assess the Area	AA
			-
Roman Numeral <i>*Zero if no specific quarter</i>	Quarter	First Quarter	I
Lowercase Letter/s <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week one to five	a-e
			-
Arabic Number	Competency	Assess the Area	1

DOMAIN/ COMPONENT	CODE
Personal Entrepreneurial Skills	PECS
Environment and Marketing	EM
Pest Management	MP
Assess the area	AA
Identify pests and their natural enemies and other beneficial organisms	PN
Collect data related to natural enemy populations and pest infestations	CD
Maintain Records and Provide Feedbacks	RF
Identify target Pests and their natural enemies, and other beneficial organisms	PE
Select Bio-control Activities and Prepare for the Application	BC
Implement Control Activities	CA
Check Performance of Control Activities	CP
Identify pests and their natural Enemies and Other Beneficial Organisms	PB
Select Cultural Management Strategies and Prepare for Implementation	CM
Identify Target Pests and their Natural Enemies, and other Beneficial Organisms	TP
Select Appropriate Pesticide	AP
Prepare for the application of appropriate pesticide	PP
Apply appropriate pesticide	PA
Clean up following application	FA
Check and record performance of control activities	RP
Transport, handle and store chemicals	TH

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 Pest Management NC II*. Taguig City, Philippines: TESDA, 2012.