

K TO 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
AGRI-FISHERY ARTS - ANIMAL HEALTH CARE AND MANAGEMENT NC III
(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:

Prerequisite: Animal Production (Poultry-Chicken) (NC II) or
Animal Production (Ruminants) (NC II) or
Animal Production (Swine) (NC II)

This specialization course on Animal Health Care and Management leads to National Certificate Level III (NC 3). It is designed for students to enhance their knowledge, skills and attitudes in accordance with industry standards. It covers basic competencies such as: (1) leading work place communication, (2) leading small team, (3) developing and practicing negotiation skills, (4) solving problems related to work activities, (5) using mathematical concepts and techniques, and (6) using relevant technologies. The core competencies include the skills, such as: (1) restraining and handling livestock, (2) applying bio-security measures; (3) administering drugs and biologics; (4) handling and storing drugs and biologics; and (5) collecting and handling specimen.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Introduction 1. Basic concepts in animal production 2. Relevance of the course 3. Career opportunities	The learner demonstrates an understanding of basic concepts and underlying theories in Animal Health Care and Management.	The learner independently demonstrates competencies in animal production as based on TESDA Training Regulations.	1. Explain basic concepts in Animal Health Care and Management. 2. Discuss the relevance of the course. 3. Explore career opportunities in Animal Health Care and Management.	
PERSONAL ENTREPRENEURIAL COMPETENCIES AND SKILLS (PECS)				
1. Assessment of Personal Competencies and Skills (PECS) vis-à-vis a practicing entrepreneur/employee 1.1. Characteristics 1.2. Attributes 1.3. Lifestyle 1.4. Skills 1.5. Traits 2. Analysis of PECS in relation to that of a practicing entrepreneur/employee 3. Align, strengthen and develop ones PECS based on the results	The learner demonstrates an understanding of one's Personal Competencies and Skills (PECS).	The learner recognizes his/her Personal Competencies and Skills (PECS) and is able to compare these with the PECS of a practicing entrepreneur/employee involved in Animal Health Care and Management.	LO 1. Develop and Strengthen Personal Competencies and Skills (PECS) needed Animal Health Care and Management. 1.1. Identify and assess one's PECS: characteristics, attributes, lifestyle, skills, and traits. 1.2. Identify successful entrepreneurs/employees in the province. 1.3. Identify and assess a practitioner's PECS: characteristics, attributes, lifestyle, skills, and traits. 1.4. Compare self with a practitioner. 1.5. Identify areas for improvement, development and growth.	TLE_PECS9-12-00-1

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ENVIRONMENT AND MARKETING (EM)				
The Market (The Province) 1. Key concepts of the Market 2. Players in the Market (Competitors) 3. Products and services available in the market	The learner demonstrates an understanding of the market of Animal Health Care in the context of the province.	The learner independently identifies the products/services available and the competitors of the Animal Health Care market in the context of the province.	LO 1. Recognize and understand the market for Animal Health Care. 1.1 Identify the players/ competitors within the province. 1.2 Identify the different products/services available in the market. 1.3 Enumerate the differences between these products/ services.	TLE_EM9-12-00-1
THE MARKET – PRODUCT DEVELOPMENT 1. Key concepts of developing a product 2. Finding Value 3. Innovation Unique Selling Proposition (USP)	The learner demonstrates understanding of developing a product in Animal Health Care and Management.	The learner independently identifies the customers within the Animal Health Care market.	LO 2. Develop a product for the Animal Health Care. 2.1 Identify what is of “Value” to the customer. 2.2 Identify the Customer. 2.3 Define and identify what makes a product different. 2.4 Enumerate and apply creativity and innovation techniques to develop a product that stands out. 2.5 Identify the Unique Selling Proposition (USP) of the product.	TLE_EM9-12-00-2
THE MARKET - SELECTING BUSINESS IDEA 1. Key concepts of Selecting a Business Idea 2. Criteria Techniques	The learner demonstrates an understanding of the techniques in selecting business ideas.	The learner independently selects a viable business idea.	LO 3. Select a business idea for the Animal Health Care market based on the criteria and techniques provided 3.1 Identify potential business ideas to select from. 3.2 Enumerate the various criteria.	TLE_EM9-12-00-3

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THE MARKET – BRANDING 1. Key concepts of Branding	The learner demonstrates an understanding of branding and develops a brand for their business idea.	The learner independently generates a brand for their business idea.	LO 4. Develop a brand for the product. 4.1 Identify the benefits of having a good brand. 4.2 Enumerate recognizable brands in the town/province. 4.3 Enumerate the criteria for developing a brand. 4.4 Generate a brand that is clear and follows the techniques of generating a brand.	TLE_EM9-12-00-4
BASIC COMPETENCIES				
LESSON 1: LEADING WORK PLACE COMMUNICATION (LWC)				
<ul style="list-style-type: none"> • Method of communication • Communication skills • Communication tools • Questioning techniques 	The learner demonstrates an understanding of the underlying theories in leading workplace communication.	The learner independently performs leading work place communication based on TESDA Training Regulations.	LO 1. Lead workplace communication. 1.1 Select appropriate communication method. 1.2 Communicate multiple operations involving several topic/areas. 1.3 Use questions to gain extra information. 1.4 Identify correct sources of information. 1.5 Select information and sequence correctly when required. 1.6 Maintain verbal and written reporting in both familiar and unfamiliar situations.	TLE_AFAAHM9-12LWC-Ia-1
<ul style="list-style-type: none"> • Method/techniques of discussion • How to lead discussion • How to solicit response 			LO 2. Lead workplace discussion. 2.1 Provide right response to workplace issues. 2.2 Discuss constructive contributions are made to workplace such issues as production, quality and safety. 2.3 Communicate goals and aims of actions under taken in the workplace.	TLE_AFAAHM9-12LWC-Ia-2
<ul style="list-style-type: none"> • Identify problems and issues • Organizing information on problem and issues 			LO 3. Identify and communicate issues arising in the workplace. 3.1 Identify issues and problems as they arise.	TLE_AFAAHM9-12LWC-Ia-3

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<ul style="list-style-type: none"> Relating problems and issues Communication barriers affecting workplace discussions. 			3.2 Organize information regarding problems and issues coherently to ensure clear and effective communication. 3.3 Initiate dialog with appropriate personnel. 3.4 Address communication problems and issues as they arise.	
LESSON 2: LEADING SMALL TEAM (LST)				
<ul style="list-style-type: none"> Communication skills required for leading small team Skills and techniques in promoting team building Negotiating skills Up to date dissemination of instruction and requirements to members Art of listening and treating individual team members concern 	The learner demonstrates an understanding of the underlying theories in leading a small team.	The learner independently leads a small team based on TESDA Training Regulations.	LO 1. Provide team leadership. 1.1 Identify work requirements and prescribed to remember. 1.2 Disseminate reasons for instruction and requirements properly to team members. 1.3 Recognize and discuss team member's questions, problems, concerns and dealt accordingly.	TLE_AFAAHM9-12LST-Ia-4
<ul style="list-style-type: none"> Duties and responsibilities of each team member Skills in identifying individual skills, knowledge and attitude as basis for allocating responsibilities Knowledge in identifying each team member duties and responsibilities 			LO 2. Assign responsibilities among members. 2.1 Allocate duties and responsibilities in respect to the skills, knowledge and attitude of every team member. 2.2 Allocate duties that are having regard to individual preference, domestic and personal considerations. 2.3 Identify and define properly the duties and responsibilities of each member.	TLE_AFAAHM9-12LST-Ib-5
<ul style="list-style-type: none"> Knowledge and skills in setting individual performance target/expectation Team members duties and responsibilities Employee policies and procedures Defining performance expectations criteria 			LO 3. Set performance expectation for team members. 3.1 Establish performance expectations based on client needs and according to assigned requirements. 3.2 Perform expectations based on individual team member's duties and responsibilities. 3.3 Discuss and disseminate performance expectations of individual team member.	TLE_AFAAHM9-12LST-Ib-6

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<ul style="list-style-type: none"> • Knowledge and skills in monitoring team member performance • Monitoring team operation to ensure client needs and satisfaction • Methods of monitoring performance • Informal/formal counseling skills 			<p>LO 4. Supervise team performance.</p> <p>4.1 Define monitor team member’s performance in respect to the performance criteria.</p> <p>4.2 Provide team members with feedback, positive support and advice on strategies to overcome any difficulties.</p> <p>4.3 Inform team members of any change in the priority allocated to assignment or task.</p> <p>4.4 Provide communication follow-up on all issues affecting the team.</p>	<p>TLE_AFAAHM9-12LST-Ib-7</p>
LESSON 3: DEVELOPING AND PRACTICING NEGOTIATION SKILLS (DPN)				
<ul style="list-style-type: none"> • Background information on other parties to the negotiation • Observing differences between content and process • Identifying bargaining information • Applying strategies to manage process • Applying steps in negotiating process • Strategies to manage conflict • Steps in negotiating process 	<p>The learner demonstrates an understanding of the underlying theories in developing and practicing negotiation skills.</p>	<p>The learner independently develops and practice negotiation based on TESDA Training Regulations.</p>	<p>LO 1. Plan negotiations.</p> <p>1.1 Identify information in preparation for negotiation.</p> <p>1.2 Include information in the preparation for negation plan.</p> <p>1.3 Identify information on creating non-verbal environments for positive negotiations.</p> <p>1.4 Include information on creating non-verbal environments for positive negotiation plan.</p> <p>1.5 Identify information on different questioning techniques included in the plan.</p>	<p>TLE_AFAAHM9-12DPN-Ib-8</p>
<ul style="list-style-type: none"> • Decision making and conflict resolution strategies procedures • Problem solving strategies on how to deal with unexpected questions and attitudes during negotiation • Background information on other parties to the negotiation 			<p>LO 2. Participate in negotiations.</p> <p>2.1 Create an agreement for the criteria for successful outcome for all parties.</p> <p>2.2 Consider desired outcome of all parties.</p> <p>2.3 Use appropriate language throughout the negotiation.</p> <p>2.4 Prepare documents and agreement for issues and processes agreed upon by all</p>	<p>TLE_AFAAHM9-12DPN-Ic-9</p>

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<ul style="list-style-type: none"> Observing differences between content and process 			parties. 2.5 Discuss possible solutions and assess their viability. 2.6 Confirm and record areas for agreement. 2.7 Follow-up action is agreed upon by all parties.	
LESSON 4: SOLVING PROBLEMS RELATED TO WORK ACTIVITIES (SPW)				
<ul style="list-style-type: none"> Observation, investigation and analytical techniques Brainstorming Cause and effect diagrams PARETO analysis SWOT analysis Gantt chart PERT CPM and graph SCATTERGRAMS 	The learner demonstrates an understanding of the underlying theories in solving problems related to work activities.	The learner independently performs solving problems related to work activities.	LO 1. Explain the analytical techniques. 1.1 Explain the importance and application of analytical techniques. 1.2 Define analytical techniques such as brainstorming, cause and effects diagrams, PARETO analysis, SWOT analysis, Gantt Chart, PERT CPM and graphs, and scatter grams.	TLE_AFAAHM9-12SPW-Ic-10
<ul style="list-style-type: none"> Normal operating parameters and product quality Identifying and clarifying the nature of problem Application of analytical techniques 			LO 2. Identify the problem. 2.1 Identify variances from normal operating parameters and product quality. 2.2 Define extent, cause, and nature of the problem on observation, investigation and analytical techniques. 2.3 State problems clearly. Specify the problems.	TLE_AFAAHM9-12SPW-Ic-11
<ul style="list-style-type: none"> Non-routine process and quality problems Teamwork and work allocation problem Safety and emergency situations and incidents 			LO 3. Determine the possible cause/s of the problem. 3.1 Identify possible cause/s of problem based on experience and the use of problem solving tools/analytical techniques. 3.2 Develop possible cause of problem statements. 3.3 Explain fundamental causes of the problem.	TLE_AFAAHM9-12SPW-Id-12

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LESSON 5: USING MATHEMATICAL CONCEPTS AND TECHNIQUES (UMC)				
<ul style="list-style-type: none"> • Four fundamental operations • Steps in solving a problem • Standard formulas • Conversion • Measurement 	The learner demonstrates an understanding of the underlying theories in using mathematical concepts and techniques.	The learner independently performs using mathematical concepts and techniques.	LO 1. Identify mathematical tools and techniques to solve problems. 1.1 Identify problem areas based on given condition. 1.2 Select mathematical techniques based on the given problem.	TLE_AFAAHM9-12UMC-Id-13
<ul style="list-style-type: none"> • Problem-based questions • Estimation • Use of mathematical tools and standard formulas • Mathematical techniques 			LO 2. Apply mathematical procedure/solution. 2.1 Apply mathematical techniques based on the problem identified. 2.2 Perform mathematical computations to the level of accuracy required for the problem. 2.3 Determine the results of mathematical computation based on job requirements. 2.4 Verify the results of mathematical computation based on job requirements.	TLE_AFAAHM9-12UMC-Id-14
<ul style="list-style-type: none"> • Four fundamental operations • Steps in solving a problem • Standard formulas • Conversion • Measurement 			LO 3. Analyze results. 3.1 Review results of application base on expected and required specializations and outcome. 3.2 Apply appropriate action in case of error.	TLE_AFAAHM9-12UMC-Ie-15
LESSON 6: USING RELEVANT TECHNOLOGIES (URT)				
<ul style="list-style-type: none"> • Machineries/equipment and their application • Software/programs 	The learner demonstrates an understanding of the underlying theories in using relevant technologies.	The learner independently performs using relevant technologies.	LO 1. Study/select appropriate technology. 1.1 Study appropriate technology based on work requirements. 1.2 Identify appropriate technology based on work requirements. 1.3 Select appropriate technology based on work requirements.	TLE_AFAAHM9-12URT-Ie-16

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<ul style="list-style-type: none"> • Office technology • Industrial technology • System technology • Information technology • Training technology • Different software/hardware • 5S (Proper Housekeeping) 			<p>LO 2. Apply relevant technology.</p> <p>2.1 Use relevant technology in carrying out function based on work requirements.</p> <p>2.2 Use applicable software and hardware as per job requirement.</p> <p>2.3 Observe management concepts as per established industry practices.</p>	<p>TLE_AFAAHM9-12URT-Ie-17</p>
<ul style="list-style-type: none"> • Corrective and preventive maintenance • Upgrading of technology • Communication skills • Organizational set-up/work flow 			<p>LO 3. Maintain/enhance relevant technology.</p> <p>3.1 Apply maintenance of technology in accordance with the industry standard operating guidelines and occupational health and safety procedure.</p> <p>3.2 Maintain updating of technology through continuing education or training in accordance with job requirement.</p> <p>3.3 Report immediately appropriate action for technology failure/defect to the concerned/responsible person or section.</p>	<p>TLE_AFAAHM9-12URT-Ie-18</p>
COMMON COMPETENCIES				
LESSON 7: APPLYING SAFETY MEASURES IN OPERATIONS (ASM)				
<ul style="list-style-type: none"> • Ways of identifying hazards in the workplace • Personal Protective Equipment • Occupational Health and Safety Standards (OSHS) 	<p>The learner demonstrates understanding of various ways of applying safety measures in operations.</p>	<p>The learner independently applies safety measures in operations.</p>	<p>LO1. Determine areas of concern for safety measures</p> <p>1.1 Identify work tasks in line with safe work operations.</p> <p>1.2 Determine place for safety measures in line with safe work operations.</p> <p>1.3 Determine time for safety measures in line with safe work operations.</p> <p>1.4 Prepare appropriate tools, materials and outfits in line with job requirements.</p>	<p>TLE_AFAAHM9-12ASM-If-19</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Tools and materials specification and procedures • Effectivity/expiration of materials • Farm Emergency procedure • Hazards Identification 			<p>LO2. Apply appropriate safety measures</p> <p>2.1 Use tools and materials according to specification and procedures.</p> <p>2.2 Wear outfits according to work requirements.</p> <p>2.3 Strictly observe lifespan of materials</p> <p>2.4 Follow emergency procedures to ensure safe work efficiency.</p> <p>2.5 Identify and report hazards in the work place in line with industry guidelines.</p>	TLE_AFAAHM9-12ASM-Ig-h-20
<ul style="list-style-type: none"> • Procedure in cleaning and storing tools and outfits • Technique in storing materials • Government requirement regarding waste disposal • Waste management system 			<p>LO3. Safe keep/dispose tools, materials and outfit</p> <p>3.1 Clean used tools and outfits.</p> <p>3.2 Store tools and outfits in the designated areas.</p> <p>3.3 Properly label unused materials</p> <p>3.4 Store unused materials according to manufacturer’s recommendation and requirements.</p> <p>3.5 Dispose waste materials according to manufacturers, government and industry requirements.</p>	TLE_AFAAHM9-12ASM-Ii-21
LESSON 8: USING TOOLS AND EQUIPMENT (UTE)				
<ul style="list-style-type: none"> • Farm equipment <ul style="list-style-type: none"> - Motorized equipment - Electrical equipment • Restraining tools <ul style="list-style-type: none"> - Power tools - handheld tools • Safety practices during operations restraining equipment • Restraining equipment. 	The learner demonstrates understanding of the different guidelines in using tools and equipment in animal health care and management.	The learner independently uses tools and equipment animal health care and management.	<p>LO1. Select and use tools.</p> <p>1.1 Appropriately identify tools according to requirement.</p> <p>1.2 Check tools.</p> <p>1.3 Report defective tools in accordance with the industry procedures.</p> <p>1.4 Safely use appropriate tools and equipment according to job requirement and manufacturer’s conditions.</p>	TLE_AFAAHM9-12UTE-Ij-22

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Farm equipment and specifications • Calibration and use of farm equipment • Familiarization to farm tools and equipment • Pre-operational check-up • Farm Tools and equipment operation • Safety practices in using farm tools and equipment 			<p>LO2. Select and operate equipment</p> <p>2.1 Identify equipment to be used as per work requirements.</p> <p>2.2 Carefully read instructional manual of the tools and equipment prior to operation.</p> <p>2.3 Conduct pre-operation check-up in line with manufacturer’s manual.</p> <p>2.4 Identify faults in equipment in line with industry procedures.</p> <p>2.5 Report faults in equipment in line with industry procedures.</p>	<p>TLE_AFAAHM9-12UTE-IIa-b-23</p>
<ul style="list-style-type: none"> • Maintenance of tools and equipment 			<p>LO 3. Perform preventive maintenance.</p> <p>3.1 Clean tools and equipment immediately after use in line with farm procedures.</p> <p>3.2 Perform routine check-up and maintenance.</p> <p>3.3 Store tools and equipment in designated areas in line with farm procedures.</p>	<p>TLE_AFAAHM9-12UTE-IIc-24</p>
LESSON 9. PERFORMING ESTIMATION AND CALCULATION (PEC)				
<ul style="list-style-type: none"> • Problem solving procedures • Basic mathematical operations • Ruminant raising 	<p>The learner demonstrates understanding of various techniques in performing estimation and calculation.</p>	<p>The learner independently performs estimation and calculation.</p>	<p>LO1. Perform estimation</p> <p>1.1 Identify job requirements from written or oral communications.</p> <p>1.2 Estimate quantities of materials and resources required to complete the work task.</p> <p>1.3 Estimate the time needed to complete a work activity.</p> <p>1.4 Make accurate estimation or work completion.</p> <p>1.5 Report estimate of materials and resources to appropriate person.</p>	<p>TLE_AFAAHM9-12PEC-IIId-25</p>

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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 • Conversion of units • Fractions and decimals • Percentages and ratios • Basic accounting principles and procedures 			LO2. Perform basic workplace calculation 2.1 Identify calculations to be made according to job requirements 2.2 Identify correct method of calculation 2.3 Ascertain system and units of measurement to be followed 2.4 Perform calculation needed to complete work task using the four basic mathematical operations (addition, subtraction, multiplication and division) 2.5 Perform computation involving fractions, percentage and mixed numbers	TLE_AFAAHM9-12PEC-IIe-26
CORE COMPETENCIES				
LESSON 10: RESTRAINING AND HANDLING LIVESTOCK (RHL)				
<ul style="list-style-type: none"> • Selection and identification of livestock <ul style="list-style-type: none"> - Types of livestock <ul style="list-style-type: none"> ▪ Cattle ▪ Carabao ▪ Swine • Production stages of animals <ul style="list-style-type: none"> - Breeding animals/dry - Gestating/pregnant - Lactating - Weanling/weaner Baby pig stage/calf - Grower/ finisher • Observation and reporting procedures of prevailing animal condition. <ul style="list-style-type: none"> - Animal grouping <ul style="list-style-type: none"> ▪ Individual pen ▪ Communal pen/ Group ▪ Range type - Observation procedures of prevailing condition 	The learner demonstrates an understanding of the underlying theories in restraining and handling of livestock.	The learner independently performs restraining and handling livestock based on TESDA Training Regulations.	LO1. Select animals and observe its conditions. 1.1 Select the candidate livestock according to instruction and specification of supervisor/veterinarian. 1.2 Determine the stage of production of identified animal based on observation and records. 1.3 Observe the prevailing condition in terms of animal grouping. 1.4 Report the prevailing condition in terms of animal grouping.	TLE_AFAAHM9-12RHL-IIIf-h-27

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Handling animals technique with minimal stress • Selection of restraining techniques <ul style="list-style-type: none"> - Different restraining techniques <ul style="list-style-type: none"> ▪ Chute restraint ▪ Snooze restraint ▪ Tranquilizer ▪ Use of driving board ▪ Electric probe ▪ Hood ▪ Cart/truck/push cart • Preparation of tools and equipment <ul style="list-style-type: none"> - Driving board - Snoozer - Rope - Emasculator - Castration table/chute - Sacks/hood - Syringes/needles - Medical supplies • Preparation and selection of materials <ul style="list-style-type: none"> - Sourcing quality of supplies and materials • Inspect and check the farm tools <ul style="list-style-type: none"> - Segregate defective tools and equipments - Minor repair and trouble shooting • Prevent harm and undue risk to restrainer and restrained animal • Familiarization of the Animal Welfare Act. • Execute chosen technique. • OSHS 			<p>LO 2. Apply appropriate handling and restraining technique.</p> <p>2.1 Handle the animal following the standard operating procedures to minimize animal stress.</p> <p>2.2 Select restraining technique based on the degree of restraint needed.</p> <p>2.3 Prepare tools, and equipment, supplies and materials according to restraining technique to be applied.</p> <p>2.4 Execute the chosen technique in accordance with the Animal Welfare Act.</p>	<p>TLE_AFAAHM9-12RHL-IIh-j-28</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
LESSON 11: APPLYING BIO-SECURITY MEASURES (ABM)				
<ul style="list-style-type: none"> • Identification of immediate threats <ul style="list-style-type: none"> - Natural calamities - Physical threat - Unforeseen events • Identifying bio-security threats. <ul style="list-style-type: none"> - Animals other than the stocks being taken cared in the farm - Finished products/by products of animal production - Traffic flow of potential carriers - Birds, pests and rodents 	<p>The learners demonstrate an understanding of the concept underlying theories in applying the bio-security</p>	<p>The learner independently performs bio-security as prescribed by Training regulation of the TESDA and the BAI standards.</p>	<p>LO 1. Identify bio-security threats and hazards.</p> <ol style="list-style-type: none"> 1.1 Identify the immediate threats on the health of an animal. 1.2 Report based on observation. 1.3 Identify bio-security threats based on established organizational policy. 	<p>TLE_AFAAHM9-12ABM-IIIa-b-29</p>
<ul style="list-style-type: none"> • Preparation of supplies and materials <ul style="list-style-type: none"> - Different supplies and materials • Application of disinfectants <ul style="list-style-type: none"> - Different disinfectants • Preparation of vehicle dip and foot baths • Monitoring of wheel baths and foot baths <ul style="list-style-type: none"> - Monitoring procedures • Practicing sanitation and hygiene in the farm <ul style="list-style-type: none"> - Hygiene and sanitation practices of farm, farm personnel and visitors - Disinfection procedures for vehicles and equipment • Stocks vaccination and quarantine 			<p>LO 2. Apply disease prevention practices.</p> <ol style="list-style-type: none"> 2.1 Prepare the supplies and materials. 2.2 Apply disinfectants according to standard operating procedures. 2.3 Prepare the vehicle baths, foot baths regularly according to standard operating practices. 2.4 Monitor the vehicle bath, foot baths regularly according to standard operating practices. 2.5 Follow strictly the proper hygiene and sanitation of farm, farm personnel visitors based on and visitors based on standard operating procedures. 2.6 Disinfect vehicles and equipment entering/used in the farm according to standard operating procedures. 2.7 Vaccinate the stocks properly procedures. 2.8 Implement strict vaccination/medication 	<p>TLE_AFAAHM9-12ABM-IIIc-f-30</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> - Stocks quarantine procedure - Vaccination of new stocks - Different vaccines - Quarantine and new stocks - Quarantine methods • Implementation of vaccination and health programs Vaccination programs <ul style="list-style-type: none"> - Market fattener/Feeder stock Program - Breeder stock program - Health programs - Vaccination procedure - Vaccination schedule Medication program <ul style="list-style-type: none"> - Deworming program - Deticking - Procedures of program implementation • OSHS 			<p style="text-align: center;">programs as designed by a veterinarian.</p>	
<ul style="list-style-type: none"> • Preventive measures on notifiable diseases <ul style="list-style-type: none"> - Preventive measures on notifiable diseases <ul style="list-style-type: none"> ▪ Chemical disinfectants ▪ Physical sanitation - BAI standards - Establishing linkages/agencies on prevention of disease transmission • Following medication and vaccination programs • Culling and isolation of unfit and sick animals <ul style="list-style-type: none"> - Signs of sick animals - Signs of unfit animals 			<p>LO 3. Apply preventive disease transmission practices.</p> <p>3.1 Follow the preventive measures on notifiable diseases as declared by BAI based on industry and BAI standards.</p> <p>3.2 Strictly follow the medication and vaccination programs recommended by manufacturers and veterinarians.</p> <p>3.3 Isolate the sick and unfit animals In accordance to animal welfare act or standard operating procedures.</p> <p>3.4 Dispose dead animals and by-products using proper disposal method.</p> <p>3.5 Communicate regularly with supervising veterinarian or as the need arises based</p>	<p>TLE_AFAAHM9-12ABM-IIIg-j-31</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> - Culling procedures - Isolation procedures • Disposal of dead animals or by-products <ul style="list-style-type: none"> - Bury animals - Use of mortality pit - Environmental codes and regulations of waste disposal • Communicating regularly with supervising veterinarian <ul style="list-style-type: none"> - Contact details of supervising veterinarian - Contacting and coordinating with supervising veterinarian • 5S and 3Rs • OSHS 			on observation.	
<ul style="list-style-type: none"> • Appropriate records <ul style="list-style-type: none"> - Livestock population - Vaccination - Medication - Standard routine procedures • Updating of records • Collating of records • Analyzing of records • Keeping of records • Reporting procedures based on records <ul style="list-style-type: none"> - Accomplishing checklist 			<p>LO 4. Maintain records.</p> <p>4.1 Collect appropriate records regularly in accordance with organizational policy.</p> <p>4.2 Update appropriate records regularly in accordance with organizational policy.</p> <p>4.3 Analyze appropriate records regularly in accordance with organizational policy.</p> <p>4.4 Keep appropriate records regularly in accordance with organizational policy.</p> <p>4.5 Report to veterinarian or supervisors based on records.</p>	TLE_AFAAHM9-12ABM-IVa-d-32
LESSON 12: ADMINISTERING DRUGS AND BIOLOGICS (ADB)				
<ul style="list-style-type: none"> • Preparation of supplies and materials <ul style="list-style-type: none"> - Different supplies and materials needed for the activities - Classifications of drugs and biologics 	The learner demonstrates an understanding of the underlying theories in administering drugs and medicine.	The learner's independently performs the administering of medicine and biologics according to the BAI standard.	<p>LO 1. Prepare appropriate supplies, materials, tools and equipment.</p> <p>1.1 Check the necessary supplies, materials, tools and equipment according to standard operating procedure.</p> <p>1.2 Prepare the necessary supplies, materials, tools and equipment according to standard</p>	TLE_AFAAHM9-12ADB-IVe-g-33

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> - Sourcing quality supplies and materials • Preparation of tools and equipment <ul style="list-style-type: none"> - Types and uses of tools and equipment needed for the activities - Sanitizing tools and equipment - Segregating defective tools - Inspecting and adjusting of equipment - Minor troubleshooting and basic repair • Transporting supplies, materials, tools and equipment 			<p>operating procedure.</p> <p>1.3 Transport the supplies, materials, tools and equipment to the pig house/pen using approved transport tools and equipment.</p>	
<ul style="list-style-type: none"> • Preparation of animals for: <ul style="list-style-type: none"> - Routine application of vaccines and supplements - Treatment of sick or recumbent animals - Routine or emergency surgical procedures • Restraining animals <ul style="list-style-type: none"> - Techniques in restraining/handling animals <ul style="list-style-type: none"> ▪ Chute restraint ▪ Snooze restraint ▪ Tranquilizers ▪ Use of driving board ▪ Electric probe ▪ Hood ▪ Cart/truck/push cart - Performing the proper restraining/handling animal procedures 			<p>LO 2. Prepare animals.</p> <p>2.1 Prepare the animal according to standard organizational procedure or based on animal health status.</p> <p>2.2 Restrain animal using appropriate restraining technique in accordance with the relevant provision of the Animal Welfare Act.</p>	<p>TLE_AFAAHM9-12ADB-IVh-j-34</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> - Relevant provisions in Animal Welfare Act - OSHS – wearing proper PPE 				
<ul style="list-style-type: none"> • Checking appropriate drugs and biologics <ul style="list-style-type: none"> - Generic names of drugs/biologics - Brand names of drugs/biologics - Dosage - Route of administration - Precautions when administering drugs and biologics • Body weight estimation methods and procedures <ul style="list-style-type: none"> - Using weighing scales • Determining routes of drug administration • Routes of drug administration and their procedures <ul style="list-style-type: none"> - Intramuscular - Subcutaneous/Intra-cutaneous - Intranasal - Intra-venous - Oral - Topical • Administering appropriate drugs and biologics <ul style="list-style-type: none"> - Basic on-farm hygiene procedures on drug administration • Disposals of wastes <ul style="list-style-type: none"> - Proper disposal of used supplies and materials 			<p>LO 3. Apply drugs and biologics.</p> <p>3.1 Check drugs, biologics and the necessary precaution based on manufacturer’s or veterinarian’s recommendations.</p> <p>3.2 Estimate accurately the body weight of animal (if the quantity of drug is based on body weight).</p> <p>3.3 Determine the route of administration based on manufacturer’s recommendation.</p> <p>3.4 Administer drugs and biologics according to standard operating procedures.</p> <p>3.5 Dispose properly the used supplies and materials following appropriate disposal method.</p> <p>3.6 Clean properly and disinfect the reusable supplies and materials and, stored following standard operating procedures.</p>	<p>TLE_AFAAHM9-12ADB-Ia-e-35</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> - Incineration - Garbage pit - Bury - Environmental codes and regulations on wastes disposals • Cleaning, disinfecting and storing reusable supplies and materials <ul style="list-style-type: none"> - Reusable supplies and materials • OSHS in administering drugs and biologics 				
<ul style="list-style-type: none"> • Recording of administered drugs and biologics <ul style="list-style-type: none"> - Information on: <ul style="list-style-type: none"> ▪ Names of drugs ▪ Dosage of drugs - Accomplishing animal's record card • Checking and recording reactions/responses of animals to the medication schedules <ul style="list-style-type: none"> - Animals responses/ reactions: <ul style="list-style-type: none"> ▪ Recovering ▪ Adverse reaction ▪ Anaphylactic shock ▪ Allergies ▪ Pyrexia/fever - Recording procedures 			<p>LO 4. Monitor and record response to drugs and biologics.</p> <p>4.1 Record properly the names of drugs/biologics and dosage administered to animals on the animal's respective record card.</p> <p>4.2 Check the reactions/responses of the animal to the medication at least twice a day.</p> <p>4.3 Record the reactions/responses of the animal to the medication at least twice a day.</p>	<p>TLE_AFAAHM9-12ADB-If-i-36</p>
<ul style="list-style-type: none"> • Updating biologics and drug inventories • Monitoring medication and vaccination programs 			<p>LO 5. Record data.</p> <p>5.1 Update biologics and drug inventories.</p> <p>5.2 Monitor the medication and vaccination programs.</p>	<p>TLE_AFAAHM9-12ADB-Ij-37</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
LESSON 13: HANDLING AND STORING DRUGS AND BIOLOGICS (HSD)				
<ul style="list-style-type: none"> • Inspecting drugs on their: <ul style="list-style-type: none"> - Expiration dates - Signs of damage • OSHS (wearing appropriate PPE) 	The learner demonstrates an understanding of the underlying theories in handling and storing drugs and biologics.	The learner independently performs handling and storing drugs and biologics based on Bureau of Animal Industry standard.	LO 1. Prepare drugs and biologics. 1.1 Check drugs and biologics for expiration dates. 1.2 Check the contents for any signs of damage. 1.3 Observe proper use of PPE.	TLE_AFAAHM9-12HSD-IIa-d-38
<ul style="list-style-type: none"> • Transporting drugs and biologics <ul style="list-style-type: none"> - Different drugs and biologics and their handling requirements during transport - Container/equipment and materials use during transport 			LO 2. Transport drugs and biologics. 2.1 Transport drugs and biologics to and from the farm building using specified container equipment materials.	TLE_AFAAHM9-12HSD-IIId-f-39
<ul style="list-style-type: none"> • Proper disposal of used drug bottles <ul style="list-style-type: none"> - Disposing thru accredited hauling institutions - Burning - Recycling • Reporting expired and damaged drugs <ul style="list-style-type: none"> - Checking the expiration of drugs and biologics - Damage drugs and biologics: <ul style="list-style-type: none"> ▪ Discoloration ▪ Cracks in the container, distorted or missing labels ▪ Molds • Reporting procedures <ul style="list-style-type: none"> - Accomplishing forms/checklist 			LO 3. Dispose used bottles and biologics. 3.1 Dispose used bottles properly using approved disposal methods or Standard Operating Procedures. 3.2 Report expired and damaged drugs and biologics following Standard and Operating Procedures.	TLE_AFAAHD9-12HSD-IIId-j-40
<ul style="list-style-type: none"> • Storing unused drugs and biologics <ul style="list-style-type: none"> - Proper storage places: <ul style="list-style-type: none"> ▪ Medicine cabinet ▪ Refrigerators ▪ Liquid nitrogen tank 			LO 4. Store unused drugs and biologics. 4.1 Store unused drugs and biologics in their proper places based on SOP. 4.2 Store unused drugs following the specific storage temperature requirements as stated in the label.	TLE_AFAAHM9-12HSD-IIIa-e-41

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> ▪ Waste can for empty bottles - Storage temperature requirements - Using FIFO system in storing • Sealing portions of unused drugs and biologics • Labeling of sealed drugs and biologics <ul style="list-style-type: none"> - Label information 			4.3 Store unused drugs and biologics using FIRST-in-FIRST-out (FIFO) system. 4.4 Seal portion of unused drugs and biologics SOP. 4.5 Label sealed drugs and biologics SOP.	
<ul style="list-style-type: none"> • Maintaining records : <ul style="list-style-type: none"> - Inventory and consumption - Vaccination records (checklist) - Drug disposal records (checklist) • Updating procedures 			LO 5. Maintain records. 5.1 Update records according to organization standard. 5.2 Keep records according to organization standard.	TLE_AFAAHM9-12HSD-IIIe-g-42
LESSON 14: COLLECTING AND HANDLING SPECIMEN (CHS)				
<ul style="list-style-type: none"> • Preparing the supplies and materials <ul style="list-style-type: none"> - Supplies and materials for specimen collection and transport - Cleaning and sterilization processes of materials <ul style="list-style-type: none"> ▪ Sterilizing agents • Preparing tools and equipment <ul style="list-style-type: none"> - Tools and equipment for specimen collection and transport - Inspection and adjustment of equipment - Check defective tools - Minor troubleshoot and basic repair • OSHS 	The learner demonstrates an understanding of the underlying theories in collecting and handling specimen.	The learner independently performs collecting and handling specimen based on Bureau of Animal Industry standards.	LO 1. Prepare supplies, materials, tools and equipment. 1.1 Prepare supplies and materials needed for specimen collection. 1.2 Transport supplies and materials needed for specimen collection. 1.3 Clean materials to be used according to Standard Operating Procedures. 1.4 Sterilize material to be used according to SOP. 1.5 Prepare tools and equipment needed to restrain animals based on restraining technique to be used.	TLE_AFAAHM9-12CHS-IIIh-j-IVa-43

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Selecting restraining technique for animals <ul style="list-style-type: none"> - Restraining techniques and their procedures: - Chute restraint - Snooze restraint - Tranquilizer - Use of driving board - Electric probe - "Hood" - Cart/truck/push cart • Executing the chosen restraining technique <ul style="list-style-type: none"> - Considering conditions of animals - Animal Welfare Act 			<p>LO 2. Prepare the animal.</p> <p>2.1 Select the appropriate restraining technique based on the degree restraint needed.</p> <p>2.2 Execute the chosen technique in accordance to the conditions of the Animal Welfare Act.</p>	<p>TLE_AFAAHM9-12CHS-IVb-h-44</p>
<ul style="list-style-type: none"> • Collecting specimen <ul style="list-style-type: none"> - Types of specimen - Collecting appropriate specimen volume - Placing in appropriate container - Following instructions of veterinarian • Maintenance of required temperatures for the collected sample <ul style="list-style-type: none"> - Required temperatures of each type of specimens • Transporting of specimen 			<p>LO 3. Collect and transport specimen.</p> <p>3.1 Collect specimen under the supervision of the veterinarian.</p> <p>3.2 Collect appropriate specimen volume based on Standard Operating Procedures.</p> <p>3.3 Place collected specimen in appropriate container with cap or proper closure.</p> <p>3.4 Label the collected specimen in based on SOP.</p> <p>3.5 Maintain required temperature of collected sample in accordance to Standard Operating Procedures.</p> <p>3.6 Transport specimen to the diagnostic laboratory following Standards Operating Procedures.</p>	<p>TLE_AFAAHM9-12CHS-IVi-j-45</p>

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RESOURCES			METHODOLOGY	ASSESSMENT METHOD
TOOLS	EQUIPMENT	MATERIALS		
<ul style="list-style-type: none"> • 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 • CD's/Visual aids • Chemical disinfectants • Chute • Containers • Cool box • Cotton • Covered box • Disposable suit • Drenching gun • Driving board • Drugs and biologics/medicine supplies • Electric probe • Farm • Farm records/data • Forceps • Formalized solution • Glass slide • Hand outs • Hood • Ice packs • Learning guides • Learning materials • Lecture notes • Medication tray • Medicine cabinet 			<ul style="list-style-type: none"> • Brainstorming • Demonstration • Direct observation • Discussion • Film viewing • Group discussion • Lecture • Multimedia presentation • Practical application of skills • Self-paced learning 	<ul style="list-style-type: none"> • Actual demonstration • Demonstration of practical skills • Direct observation • Interview/Oral questioning • Written examination • Actual rating of supervisors (Lesson 6)

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(320 hours)

RESOURCES			METHODOLOGY	ASSESSMENT METHOD
TOOLS	EQUIPMENT	MATERIALS		
<ul style="list-style-type: none"> • Mineral oil bottle • Modules/Books • Organ specimen • Paints • Paper • Cyclone wire • Portable power sprayer • PPE • Re-sealable plastic bag • Record notebook/ball pen/pencil • Reference materials • Refrigerant or ice • Refrigerator • Rope • 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 • Torch • Tranquilizer • Vehicles /equipment • Veterinary materials • Vial test tube or glass slide • Visual materials/CD's/ Power Point Presentation • Weighing Scale 				

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GLOSSARY

1. Anaphylactic shock - manifest by the acute inflammation of an immunized animal when injected. The peculiar characters of these reactions are dependent upon the site of the irritating agent, which is the vascular system in one instance and tissue spaces.
2. Animal Welfare act - law under R.A. 8485 that protect the animals from abusing it.
3. Bio- security - Security from transmission of infectious diseases, parasite and pest .Bio- security threats come from the possible introduction of diseases in the herd or flock, which not known to have a disease.
4. Biologics - Agent such as vaccine, that gives immunity to diseases or harmful biotic stresses.
5. Breeding animals - Animals that raised for reproduction.
6. Calf - Newly born cattle or buffalo of either sex.
7. Castration - Process of removing the primary sex organ of the male animal.
8. Chute - Structure used to restrain cattle or carabao which measure 2m L x1.0 m width x1.2 m H
9. Communal penning - Types of pen that are commonly used for the different age of an animal.
10. Culling - Process of removing the unproductive animal in the herd based on the important economic traits and overall performance.
11. Detickling - Process of removing ticks by using chemical and dust.
12. Deworming - Process of removing the worm or the internal parasite by giving dewormer or anthelmintic preparation.
13. Disinfectant - Chemical preparation that is used in killing or removing the microorganism that cause diseases.
14. Driving board - Flexible board from which a dive may be executed, secured at one end and projecting over water at the other. Also called springboard.
15. Drugs - Substance used in the diagnosis, treatment or prevention of a disease or as a component of medication.
16. Dry period - Period starting from weaning to breeding.
17. Dry animal - Animal that are newly separated from their litter which are not yet returning to heat.
18. - Emascuator Tool used in the castration of livestock. Its function is to simultaneously crush and cut the spermatic cord, preventing hemorrhaging while still detaching the testis from the animal.
19. Farrowing - Act of giving birth in swine.
20. Foot bath - Bath for cleansing, warming, soothing, or disinfecting the feet
21. Gestation period - Pregnancy period.
22. Grower or fattener - Animal raised intended for meat purposes.
23. Heifer - Young cattle or buffalo.
24. Incineration - A waste treatment process that involves the combustion of organic substances contained in waste materials.
25. Individual penning - Types of pen that are given to the animal individually.
26. Intra-dermal - Administration / Applying on the skin.
27. Intra-muscular injection - Injection of the medicine where the needle will be deep into the muscle or on the neck muscle or ham muscle.
28. Intra-nasal - Administration of medicine that the medicine will be passed on the nasal cavity.
29. Intra-venous - Injection where the needle will be deep into the veins.
30. Lactation - Secretion or formation of milk.
31. Live stock - Domestic animal kept for the use on a farm and raised for sale or for profit.
32. Loading chute - Equipment or vehicle used to travel the animal from one place to another.
33. Oral administration - Administration of medicine passing through the mouth.

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- 34. Physical threats - Threats from natural disasters, infrastructure failure, and malicious destruction usually can't be predicted.
- 35. Pig restrainer - Any materials that can be used to restrain the pig like rope.
- 36. Quarantine - Medical term for the act of keeping an object in enforced isolation for a period of time to limit or prevent the spread of disease or infection.
- 37. Selection - Process of choosing the best animal in the group which is suited for your purpose.
- 38. Snooze restraint - Invention discloses a *snooze restraint* device which comprises a mechanical clock (2) comprising an alarm clockwork button.
- 39. Sterilization - Process that eliminates (removes) or kills all forms of life, including transmissible agents. button.
- 40. Specimen - Sample as of tissue, blood or urine, used for the analysis and diagnosis.
- 41. Subcutaneous injection - Types of injection that the needle is deep under the skin.
- 42. Topical - Process of applying medicine directly applied to the body.
- 43. Tranquilizer - Drug that is used to reduce anxiety, fear, tension, agitation, and related states of mental disturbance.
- 44. Vaccination - Process if injecting vaccine to the animal to enhance immunity.
- 45. Vaccine - Live but weak organism that is given to the animal to enhance immunity.
- 46. Weaning - Process of separating the young from each dam.

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CODE BOOK LEGEND

Sample: **TLE_AFAAHM9-12LWC-Ia-1**

LEGEND		SAMPLE	
First Entry	Learning Area and Strand/ Subject or Specialization	Technology and Livelihood Education_Agri-Fishery Arts Animal Health Care and Management	TLE_AFAAHM9-12
	Grade Level	9/10/11/12	
Uppercase Letter/s	Domain/ Content/ Component/ Topic	Leading Work Place Communication	LWC
			-
Roman Numeral <i>*Zero if no specific Quarter</i>	Quarter	First Quarter	I
Lower case letter/s <i>*Put an en-dash (-) in between letters to indicate more than a specific week</i>	Week	Week one	a
			-
Arabic Number	Competency	Lead workplace communication.	1

DOMAIN / COMPONENT	CODE
Leading Workplace Communication	LWC
Leading Small Team	LST
Developing and Practicing Negotiation Skills	DPN
Solving Problems Related to Work Activities	SPW
Using Mathematical Concepts and Techniques	UMC
Using Relevant Technologies	URT
Applying Safety Measures in Operations	ASM
Using Tools and Equipment	UTE
Performing Estimation and Calculation	PEC
Restraining and Handling Livestock	RHL
Applying Bio-Security Measures	ABM
Administering Drugs and Biologics	ADB
Handling and Storing Drugs and Biologics	HSD
Collecting and Handling Specimen	CHS

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 Health Care Management NC III*. Taguig City, Philippines: TESDA, 2007.