

K to12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK
AGRI-FISHERY ARTS – FISH CAPTURE (NC II)
(640 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 leads to Fish Capture National Certificate Level II (NC II). It covers 6 common competencies that a student ought to learn, namely, 1) applying safety measures in fishing operations, 2) using fishing tools and equipment, 3) performing estimation and basic calculation, 4) applying food safety and sanitation, 5) preventing and fighting fire, 6) performing first aid treatment on board 7) protecting marine environment, and 8) complying with emergency procedures. It also includes 13 core competencies, namely, 1) operating a vessel of up to 3.0 GT; 2) monitoring a vessel's condition and seaworthiness; 3) performing routine maintenance tasks on a small coastal vessel; 4) operating and troubleshooting low powered marine engines; 5) applying weather information when navigating a vessel; 6) contributing to safe navigation; 7) applying basic food handling and safety practices; 8) adjusting and positioning beach seines, mesh nets, or gill nets; 9) maintaining, preparing, deploying, and retrieving mesh nets or gill nets to land catch; 10) adjusting and positioning hand-operated lines; 11) maintaining, preparing, deploying, and retrieving hand-operated lines to land catch; 12) adjusting and positioning pots and traps; and 13) maintaining, preparing, deploying, and retrieving pots and traps to land catch.

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

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

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

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Branding			LO 6. Develop a brand for the product 6.1 Identify the benefits of having a good brand 6.2 Enumerate recognizable brands in the town/province 6.3 Enumerate criteria for developing a brand 6.4 Generate a clear appeal	TLE_EM7-12-00-6
COMMON COMPETENCIES				
LESSON 1: APPLYING SAFETY MEASURES IN OPERATIONS (ASMO)				
<ul style="list-style-type: none"> • Areas of concern for safety measures <ul style="list-style-type: none"> - Place - Time - Work tasks • Occupational Health and Safety(OHS) • Personal Protective Equipment (PPE) • Safety measures in using fishing tools, materials and equipment 	The learners demonstrate an understanding of applying safety measures in fishing operations	The learners shall be able to apply safety measures in fishing operations	LO 1. Determine areas of concern for safety measures 1.1 Identify work tasks in line with fishing operations 1.2 Determine place for safety measures in line with fishing operations 1.3 Determine time for safety measures in line with fishing operations 1.4 Prepare appropriate tools, materials, and outfits in line with fishing operations	TLE_AFAFCAP9-12ASMO-Ia-1
<ul style="list-style-type: none"> • Emergency procedures in fishing operation • Ways of identifying hazards in the workplace • Guidelines in reporting hazards • PPE • Proper utilization of tools and materials 			LO 2. Apply appropriate safety measures while working 2.1 Follow emergency procedures to ensure safe work requirement 2.2 Utilize tools and materials in accordance with specification and procedures 2.3 Wear outfit in accordance with fishing requirements	TLE_AFAFCAP9-12ASMO-Ib-2

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			2.4 Check the shelf life and effectiveness of materials against manufacturer’s specifications 2.5 Identify hazard in the workplace in line with fishing guidelines 2.6 Report hazards in the workplace in line with fishing guidelines	
<ul style="list-style-type: none"> • Procedure in cleaning and storing tools and outfits • Proper storing of materials and chemicals • Government requirement regarding waste disposal • Waste management system 			LO 3. Safe keep/dispose of tools, materials and outfit 3.1 Clean used tools and outfit in line with fishing procedure 3.2 Store used tools and outfit in line with fishing procedure 3.3 Label unused materials according to manufacturer’s recommendations and fishing requirements 3.4 Store unused materials according to manufacturer’s recommendation and fishing requirements 3.5 Dispose of waste materials according to manufacturer’s, government, and fishing requirements	TLE_AFAFCAP9-12ASMO-Ic-3
LESSON 2: USING TOOLS AND EQUIPMENT IN FISH CAPTURE (UTE)				
<ul style="list-style-type: none"> • Fishing equipment <ul style="list-style-type: none"> - Motorized equipment - Electrical equipment • Fishing tools <ul style="list-style-type: none"> - Power tools - Handheld tools • Safety practices during operations of fishing equipment 	The learners demonstrate an understanding of the different guidelines in using tools and equipment in fish capture operation	The learners shall be able to use tools and equipment in fish capture operation	LO 1. Select and use tools 1.1 Identify appropriate tools according to requirements 1.2 Check fishing tools for faults in accordance with industry procedures 1.3 Report defective tools in accordance with the industry procedures 1.4 Safely use appropriate tools and equipment according to job requirement and manufacturer’s conditions	TLE_AFAFCAP9-12UTE-Ic-d-4

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<ul style="list-style-type: none"> • Fishing equipment • Manual of fishing equipment and specifications • Parts and functions of fishing gear/tools and equipment • Pre-operation and checkup • Safety practices in using fishing tools and equipment • Calibration and use of fishing equipment 			LO 2. Select and operate equipment 2.1 Identify appropriate equipment to be used as per work requirements 2.2 Carefully read instructional manual of the tools and equipment prior to operation 2.3 Conduct pre-operation checkup in line with manufacturer’s manual 2.4 Identify faults in equipment in line with industry procedures 2.5 Report faults in equipment in line with industry procedures 2.6 Use fishing equipment according to its function 2.7 Follow safety procedures	TLE_AFAFCAP9-12UTE-Id-f-5
<ul style="list-style-type: none"> • Preventive maintenance • Types of fishing gear/tools and equipment • Safety measures and practices • Upkeep of equipment • Proper storage practices 			LO 3. Perform preventive maintenance 3.1 Immediately clean tools and equipment after used in line with the industry procedures 3.2 Perform routine checkup and maintenance 3.3 Store tools and equipment in designated areas in line with industry procedures	TLE_AFAFCAP9-12UTE-If-g-6
LESSON 3: PERFORMING ESTIMATION AND BASIC CALCULATION (PEBC)				
<ul style="list-style-type: none"> • Basic mathematical operations • Work estimation procedures • Problem solving procedures 	The learners demonstrate an understanding of various techniques in performing estimation and calculation	The learners shall be able to perform estimation and calculation	LO 1. Perform estimation 1.1 Identify job requirements from written or oral communications 1.2 Estimate quantities of materials and resources required to complete the work task 1.3 Estimate the time needed to complete a work activity 1.4 Make accurate estimation for work completion 1.5 Report estimate of materials and resources to appropriate person	TLE_AFAFCAP9-12PEBC-Ih-i-7

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<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 			<p>LO 2. Perform basic workplace calculation</p> <p>2.1 Identify calculations to be made according to job requirements</p> <p>2.2 Determine correct method of calculation</p> <p>2.3 Ascertain systems and units of measurement to be followed</p> <p>2.4 Perform calculation needed to complete work task using the four basic mathematical operations (addition, subtraction, multiplication, and division)</p> <p>2.5 Use appropriate operations to comply with the instruction</p> <p>2.6 Review obtained result</p>	TLE_AFAFCAP9-12PEBC-II-j-8
LESSON 4. APPLYING FOOD SAFETY AND SANITATION (AFSS)				
<ul style="list-style-type: none"> • PPE used on board • Guidelines on the use of PPE <ul style="list-style-type: none"> - Proper use - Sanitation - Maintenance - Storage 	The learners demonstrate and understanding of various techniques in applying food safety and sanitation	The learners shall be able to apply food safety and sanitation	<p>LO 1. Wear PPE</p> <p>1.1 Check personal protective equipment according to manufacturer’s specifications</p> <p>1.2 Wear PPE according to the job requirement</p>	TLE_AFAFCAP9-12AFSS-IIa-9
<ul style="list-style-type: none"> • Personal hygiene and good grooming <ul style="list-style-type: none"> - Definition - Importance - Guidelines 			<p>LO 2. Observe personal hygiene and good grooming</p> <p>2.1 Practice personal hygiene and good grooming in line with workplace health and safety requirements</p>	TLE_AFAFCAP9-12AFSS-IIb-10

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<ul style="list-style-type: none"> Principles on food handling <ul style="list-style-type: none"> Preparation Storage Food sanitation practices 			LO 3. Implement food sanitation practices 3.1 Implement sanitary food handling practices in line with workplace sanitation regulations 3.2 Observe safety measures in line with workplace safety practices	TLE_AFAFCAP9-12AFSS-IIc-11
<ul style="list-style-type: none"> Safety measures First Aid procedures 			LO 4. Render safety measures and First Aid procedures 4.1 Apply safety measures according to workplace rules and regulations 4.2 Apply First Aid procedures according to workplace standard operating procedures	TLE_AFAFCAP9-12AFSS-IIId-12
<ul style="list-style-type: none"> 5S for effective housekeeping Waste disposal Hazards in the workplace 			LO 5. Implement housekeeping activities 5.1 Clean work area and surroundings in accordance with workplace health and safety regulations 5.2 Dispose of waste according to organization's waste disposal system 5.3 Recognize hazards in the work area according to workplace procedures	TLE_AFAFCAP9-12AFSS-IIe-13
LESSON 5: PREVENTING AND FIGHTING FIRE (PAFF)				
<ul style="list-style-type: none"> Types of fire detection, firefighting, life saving, and safety equipment and systems used on board vessels and the procedures for their use Faults that can occur with shipboard fire detection, 	The learners demonstrate an understanding of various techniques in preventing fire and firefighting	The learners shall be able to prevent and fight fire.	LO 1. Manage fire prevention procedures 1.1 Identify fire hazards on board a vessel 1.2 Take action to eliminate or minimize fire hazards 1.3 Regularly check fire detection and firefighting equipment and systems to ensure that they are operational	TLE_AFAFCAP9-12PAFF-IIIf-14

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<p>firefighting, life- saving and safety equipment, and appropriate remedial action and solutions</p> <ul style="list-style-type: none"> • Methods of extinguishing fire • Procedures on checking and replacing consumable materials in typical ship board fire detection, firefighting, and safety equipment and system • Procedures on identifying and evaluating operational and maintenance problems with fire detection, firefighting, life-saving and safety equipment and systems, and determining appropriate courses of action • Procedures on identifying and implementing improvements to maintenance toward fire detection and firefighting 			<p>1.4 Organize appropriate educational activities to ensure that on-board personnel are aware of the dangers of fire, how to prevent it, and what to do if a fire is detected</p> <p>1.5 Orient on-board personnel on emergency procedures to be followed in the event of fire</p>	

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
<ul style="list-style-type: none"> • Classes of fire • Fire detection and firefighting equipment and system <ul style="list-style-type: none"> - Portable fire extinguisher including foam, water, CO², dry chemical and wet foam - Fire blankets - CO² fixed system - Foam installation - Sprinkler system - Fire pumps • Methods of extinguishing fire • Techniques in recharging portable fire extinguisher 			<p>LO 2. Operate portable firefighting equipment</p> <ul style="list-style-type: none"> 2.1 Identify classes of fires in accordance with accepted firefighting practices 2.2 Select correct portable firefighting equipment to fight a specific class of fire 2.3 Use correct portable firefighting equipment to fight specific classes of fires 2.4 Extinguish Class F fires with a fire blanket in accordance with accepted firefighting practice 2.5 Apply methods of extinguishing fire on board a vessel 2.6 Apply correct techniques for the setting up of foam-making equipment to extinguish Class B fires on board vessel 2.7 Use applicable and correct techniques to recharge the various types of portable fire extinguishers 2.8 Confirm, where applicable, portable firefighting equipment as operational following recharging 	<p>TLE_AFAFCAP9-12PAFF-IIg-h-15</p>
<ul style="list-style-type: none"> • Procedures for donning and starting SCBA (Self-Contained Breathing Apparatus)/CABA (Compressed Air Breathing Apparatus) • Search and rescue operations in a smoke-filled environment • Techniques in extinguishing interior fire 			<p>LO 3. Conduct interior search and rescue and firefighting operations</p> <ul style="list-style-type: none"> 3.1 Correctly apply the procedures for donning and starting up SCBA/CABA 3.2 Follow procedures for the logging of SCBA/CABA operations on a BA Control Board in accordance with vessel's procedures and accepted firefighting practice 3.3 Conduct search-and-rescue operations in a smoke-filled environment as a member of a 	<p>TLE_AFAFCAP9-12PAFF-Iii-j-16</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
<ul style="list-style-type: none"> • Lifeline signals • Procedures on on-board housekeeping 			firefighting team in accordance with accepted firefighting practice 3.4 Extinguish interior fires using appropriate firefighting equipment 3.5 Use lifeline signals during interior firefighting operations 3.6 Enter a compartment filled with high-expansion foam as per accepted firefighting practice	
LESSON 6. PERFORMING FIRST AID TREATMENT ON BOARD (PFTB)				
<ul style="list-style-type: none"> • First Aid <ul style="list-style-type: none"> - Definition - Importance • DRABC Action Plan • The Expired Air Resuscitation (EAR) • External Cardiac Compression (ECC) • Cardio Pulmonary Resuscitation (CPR) 	The learners demonstrate an understanding of various principles and techniques in performing First Aid treatment on board	The learners shall be able to perform First Aid treatment on board	LO 1. Perform immediate life-saving First Aid pending medical assistance 1.1 Correctly apply First Aid care in real or simulated situation 1.2 Correctly use DRABC Action plan to identify any sign of life 1.3 Appropriately place an unconscious casualty in stable-side position 1.4 Appropriately apply the method of EAR, ECC, and CPR in real or simulated situation	TLE_AFAFCAP9-12PFTB-IIIa-b-17
<ul style="list-style-type: none"> • Signs and symptoms of: <ul style="list-style-type: none"> - Respiratory failure - Poisoning - Bites or sting • Possible causes of: <ul style="list-style-type: none"> - Respiratory failure - Poisoning - Bites or sting • Signs and symptoms of: <ul style="list-style-type: none"> - Respiratory failure 			LO 2. Recognize the symptoms of acute illness and/or injury and take appropriate action 2.1 Correctly identify the conditions requiring special first aid procedures 2.2 Take care of unconscious casualty in real or simulated situation in accordance with established First Aid procedures 2.3 Identify the possible causes of respiratory failure and breathing difficulty	TLE_AFAFCAP9-12PFTB-IIIb-d-18

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
<ul style="list-style-type: none"> - Heart attack - poisoning - bites or sting • Managing casualty suffering from: <ul style="list-style-type: none"> - Respiratory failure - Heart attack - Poisoning - Bites or sting 			<ul style="list-style-type: none"> 2.4 Provide appropriate care to casualty with respiratory failure or breathing difficulty 2.5 Identify the symptoms and signs of casualty having angina pain/heart attack 2.6 Identify the symptoms or signs of poisoning, bites, and stings in real or simulated situation 2.7 Take appropriate action to casualty having signs of poisoning, bites, or sting in real or simulated situation 2.8 Apply appropriate action to conscious casualty with acute illness and/or injury in accordance with established First Aid procedures 	
<ul style="list-style-type: none"> • Wounds and Bleeding <ul style="list-style-type: none"> - Possible causes - First Aid • Signs and symptoms of severe internal bleeding • Managing casualty with severe internal bleeding 			<p>LO 3. Manage wounds and bleeding</p> <ul style="list-style-type: none"> 3.1 Control severe external bleeding in real or simulated situation 3.2 Identify symptoms and signs of severe internal bleeding 3.3 Apply appropriate action to casualty with severe internal bleeding in real or simulated situation 3.4 Correctly manage a real or simulated laceration, abrasion, and deep puncture wound in accordance with established First Aid procedures 3.5 Identify the signs of wound infections in real or simulated situation 3.6 Provide appropriate action in managing wound infections in real or simulated situation 	<p>TLE_AFAFCAP9-12PFTB-IIIe-19</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
<ul style="list-style-type: none"> • Burns <ul style="list-style-type: none"> - Classification - First Aid - Treatment 			<p>LO 4. Manage burns</p> <p>4.1 Apply appropriate First Aid procedures to casualty suffering from burn</p> <p>4.2 Assess the severity of burn in terms of depth, position, and size in accordance with established procedures</p> <p>4.3 Apply correct method of treatment for burns in real or simulated situations</p>	<p>TLE_AFAFCAP9-12PFTB-IIIIf-20</p>
<ul style="list-style-type: none"> • Bones, joint, and muscle injuries <ul style="list-style-type: none"> - Causes - Signs and symptoms - First Aid - Treatment 			<p>LO 5. Manage bone, joint, and muscle injuries</p> <p>5.1 Identify symptoms and signs of fractures (simple and complicated)</p> <p>5.2 Correctly manage problems and treatment associated with dislocated joints in accordance with established procedures</p> <p>5.3 Correctly perform First Aid treatment of pelvic and chest injuries and fractures of limbs, including the immobilization techniques, in accordance with established procedures</p> <p>5.4 Identify the symptoms and signs of sprains and strains in accordance with established procedures</p>	<p>TLE_AFAFCAP9-12PFTB-IIIg-h-21</p>
<ul style="list-style-type: none"> • First Aid in remote situations <ul style="list-style-type: none"> - Resources and equipment - Management • Hyperthermia and hypothermia 			<p>LO 6. Adapt First Aid procedures for remote situations</p> <p>6.1 Apply safety precautions needed to prevent accidents, illness, and injuries and infection in remote areas</p> <p>6.2 Identify the factors involving the prevention of heat and cold exposure</p>	<p>TLE_AFAFCAP9-12PFTB-IIIi-j-22</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
<ul style="list-style-type: none"> - Prevention - Signs and symptoms - First Aid 			6.3 Discuss the factors involving the prevention of heat and cold exposure 6.4 Identify the symptoms and signs of hyperthermia and hypothermia 6.5 Apply appropriate First Aid procedures in hyperthermia and hypothermia 6.6 Apply appropriate care for casualty in remote areas such as monitoring of monitoring of airway, breathing and heart beat, control of pain, hydration, and maintenance of body temperature 6.7 Manage casualty with severe injuries including transport from remote situation 6.8 Identify the necessary First Aid resources and emergency equipment required for remote areas	
LESSON 7: PROTECTING MARINE ENVIRONMENT (PME)				
<ul style="list-style-type: none"> • Guidelines for the implementation of garbage disposal on board • Measures to prevent operational pollution by garbage • Knowledge on sections of relevant regulation on garbage segregation and disposal • Safety, environmental, and hazard control precautions and procedures relevant to MARPOL regulations 	The learners demonstrate an understanding of various techniques in protecting marine environment	The learners shall be able to protect marine environment	LO 1. Identify garbage disposal procedures 1.1 Identify relevant guidelines for the implementation of garbage disposal onboard to ensure protection of marine environment 1.2 Apply relevant guidelines for the implementation of garbage disposal on board to ensure protection of marine environment 1.3 Follow relevant company requirements on marine environmental protection as per established practice	TLE_AFAFCAP9-12PME-IVa-b-23

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
<ul style="list-style-type: none"> • Storage of non biodegradable materials on board • Relevant ISM regulations 			1.4 Observe appropriate measures to prevent operational pollution to prevent pollution of the marine environment in accordance with regulations and procedures 1.5 Apply appropriate measures to prevent operational pollution to prevent pollution of the marine environment in accordance with regulations and procedures 1.6 Monitor compliance with state / territory garbage disposal procedures for the protection of the marine environment 1.7 Identify incidents of noncompliance	
<ul style="list-style-type: none"> • Safety, environmental, and hazard control precautions and procedures relevant to MARPOL regulations • Storage of non biodegradable materials onboard • Relevant ISM regulations • Procedures for checking garbage coding on garbage segregation • Procedures for the disposal of food waste based on relevant MARPOL regulation • Procedures on ship-generated waste on nonbiodegradable materials 			LO 2. Perform garbage segregation 2.1 Follow MARPOL regulations and procedures concerning protection of marine environment regarding segregation of garbage 2.2 Apply marine environment protection programs on board as per established practice 2.3 Identify any breach of regulations and procedures concerning protection of the marine environment 2.4 Take associated actions in accordance with regulatory requirement and procedure 2.5 Provide deck rating with necessary information and training to ensure compliance with regulations and procedures for the protection of the marine environment	TLE_AFAFCAP9-12PME-IVc-d-24

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
<ul style="list-style-type: none"> Procedures for the disposal of food waste based on relevant MARPOL regulation Procedures on ship-generated waste on nonbiodegradable materials 			LO 3. Record garbage segregation 3.1 Assist others to observe the garbage segregation policies 3.2 Encourage others to observe the garbage segregation policies 3.3 Observe social responsibilities in garbage disposal to ensure protection of marine environment 3.4 Perform responsibilities in garbage disposal to ensure protection of marine environment 3.5 Adequately fill up contents of report on garbage segregation and disposal as per established procedures	TLE_AFAFCAP9-12PME-IVe-25
LESSON 8: COMPLYING WITH EMERGENCY PROCEDURES (CWEP)				
<ul style="list-style-type: none"> Identification and recognition of emergencies Established vessel's emergency response procedures Maritime communication techniques used during navigational emergencies Emergency plan on board a vessel 	he learners demonstrate an understanding of various techniques in complying with emergency procedures	The learners shall be able to comply with emergency procedures	LO 1. Take action on becoming aware of an emergency 1.1 Recognize emergencies correctly 1.2 Identify emergencies correctly 1.3 Response to an emergency situation 1.4 Follow vessel's established emergency response procedures 1.5 Take correct action on discovery of an actual or potential emergency in accordance with established vessel procedures 1.6 Give prompt, accurate, and complete information on raising alarm	TLE_AFAFCAP9-12CWEP-IVf-g-26
<ul style="list-style-type: none"> Relevant maritime regulations in responding emergency on board Navigational emergencies for vessels and appropriate actions and solutions 			LO 2. Follow established emergency procedures 2.1 Know and implement vessel's contingency plans for emergency response in real and simulated emergency situations 2.2 Use escape routes and internal and external communications and alarm systems	TLE_AFAFCAP9-12CWEP-IVh-i-27

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
<ul style="list-style-type: none"> • Indications of various types of emergency situations and the action to be followed when various types of actual or potential emergency situations are identified • Emergency alarm signals and systems in use on vessels and procedures to be followed when an emergency alarm is raised • Escape routes and internal and external communications systems and alarms on board a vessel • General principles of damage and control and the manner in which watertight integrity of hull is maintained on a vessel, including the importance of preparation, control, and repair • Ways of controlling damage during a flooding emergency, including the use of various shipboard items that can be used for damage control purposes such as mattresses, canvas, and clothing • Maritime communication techniques used during navigational emergencies 			<p>2.3 Simulate emergency situations in accordance with regulatory requirements and established procedures</p> <p>2.4 Understand emergency communications and alarm signals and systems to implement necessary action in accordance with emergency procedures and regulatory requirements</p> <p>2.5 Implement planned damage controls procedures for dealing with damage to the vessel and its hull in accordance with company procedures and regulatory requirements</p>	

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
<ul style="list-style-type: none"> Implementing emergency during a real and simulated emergency situations 				
<ul style="list-style-type: none"> Safety and life-saving precautions and procedures during emergency situations on board Emergency equipment on board Emergency response plans on board 			<p>LO 3. Follow procedures for the use of various life-saving appliances</p> <p>3.1 Participate in life-saving drills confirms readiness to correctly carry out life- saving procedures and use life-saving appliances</p> <p>3.2 Use survival equipment in the event of emergencies</p> <p>3.3 Follow procedures for the use of various shipboard life-saving appliances in accordance with regulatory requirements, manufacturer’s instruction, and company procedures</p>	<p>TLE_AFAFCAP9-12CWEP-IVi-j-28</p>
CORE COMPETENCIES				
LESSON 9: OPERATING A VESSEL OF UP TO 3.0 GT (OVGT)				
<ul style="list-style-type: none"> Procedures in preparing a small vessel Factors affecting vessel safety Vessel work plan and operation Vessel safety equipment and spares Pre-operational checks in operating a small vessel Safety practices in preparing a small vessel 	<p>The learners demonstrate an understanding of various principles and theories in preparing a small vessel</p>	<p>The learners shall be able to prepare a small vessel</p>	<p>LO 1. Prepare the small vessel for use</p> <p>1.1 Plan work activities in accordance with enterprise policies and procedures</p> <p>1.2 Identify factors that may compromise vessel safety</p> <p>1.3 Address factors that may compromise vessel safety according to the work plan and operation of the vessel</p> <p>1.4 Check all essential safety equipment and spares for operation and work in accordance with workplace and regulatory requirements</p> <p>1.5 Load vessel in accordance with manufacturer’s specifications and enterprise procedures</p>	<p>TLE_AFAFCAP9-12OVGT-Ia-c-29</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
			1.6 Strictly follow worker safety practices are strictly according to workplace, PPE, and OHS requirements 1.7 Accomplish documentation per government regulations and policies	
<ul style="list-style-type: none"> • Factors affecting sea navigation and vessel operation <ul style="list-style-type: none"> - Sea condition - Wave height - Current direction - Low light condition - Navigational hazards • Rules and regulations in operating a small vessel • Operating a small vessel • Securing and stowing loads • Vessel safety limits/ restricted area • Maneuvering a small vessel • Propulsion techniques 			LO 2. Operate and maintain a small vessel 2.1 Maintain vessel stability within safety limits in accordance to established standards 2.2 Operate vessel at all times according to government requirements and enterprise procedures 2.3 Appropriately maneuver vessel in line with workplace and regulatory requirements 2.4 Strictly follow workers’ safety practices according to workplace, PPE, and OHS requirements	TLE_AFAFCAP9-12OVGT-Id-g-30
<ul style="list-style-type: none"> • Securing a vessel • Maintaining a vessel • Storing a vessel after use • Safety practices in securing a small vessel 			LO 3. Secure a small vessel 3.1 Secure vessel after use according to enterprise procedures 3.2 Maintain vessel after use according to enterprise procedures 3.3 Strictly follow workers’ safety practices according to workplace, PPE, and OHS requirements	TLE_AFAFCAP9-12OVGT-Ig-i-31

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
<ul style="list-style-type: none"> Storing materials and equipment Procedures in repairing equipment Safety rules and regulations in storing equipment 			LO 4. Store equipment 4.1 Repair/remove unserviceable equipment and spares in the vessel according to enterprise procedures 4.2 Store perishables and fuels in accordance to environmental and fire hazards 4.3 Strictly follow workers' safety practices according to workplace, PPE, and OHS requirements	TLE_AFAFCAP9-12OVGT-Ii-j-32
LESSON 10: MONITORING CONDITION AND SEAWORTHINESS OF A VESSEL UP TO 3.0 GT (MCSV)				
<ul style="list-style-type: none"> Procedures on monitoring the condition and seaworthiness of the vessel Safety precautions in monitoring vessel condition Integrity of a vessel's hull 	The learners demonstrate an understanding of various principles and theories in monitoring condition and seaworthiness of a vessel of up to 3.0 GT.	The learners shall be able to monitor condition and seaworthiness of a vessel of up to 3.0 GT.	LO 1. Monitor the vessel's seaworthiness 1.1 Plan condition and seaworthiness of the vessel in accordance with government and company procedures and safety regulations 1.2 Carry out in accordance with government and company procedures and safety regulations 1.3 Comply with checks and inspections on the vessel in accordance with the standard procedures 1.4 Correctly carry out checks of the integrity of the vessel's hull in accordance with established standards 1.5 Take precautions to ensure that vessel's powered equipment is operated in accordance with manufacturer's manual	TLE_AFAFCAP9-12MCSV-IIa-b-33
<ul style="list-style-type: none"> Structural design of fishing vessel Guidelines on vessel inspection 			LO 2. Rectify identified problems with the condition of the vessel 2.1 Examine deterioration of the vessel's hull or structure in accordance with workplace and regulatory requirements	TLE_AFAFCAP9-12MCSV-IIb-c-34

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
<ul style="list-style-type: none"> • Vessel repairs and maintenance • Repair and corrosion control • Procedures on manufacturer’s instruction on vessel problems • Vessel condition and watertight integrity 			2.2 Report deterioration of the vessel’s hull or structure in accordance with workplace and regulatory requirements 2.3 Record deterioration of the vessel’s hull or structure in accordance with workplace and regulatory requirements 2.4 Initiate repairs and corrosion control in accordance with standard procedures and manufacturer’s guidelines 2.5 Coordinate repairs and corrosion control in accordance with standard procedures and manufacturer’s guidelines 2.6 Communicate clearly with owners in accordance with requirements 2.7 Accurately complete records according to work requirements	
LESSON 11: PERFORMING ROUTINE MAINTENANCE TASKS ON A SMALL COASTAL VESSEL (PMTV)				
<ul style="list-style-type: none"> • Basic deck maintenance • Procedures on minor faults in vessel’s deck surfaces • Nature and causes of corrosion • Maintenance of corrosion and deterioration of vessel’s deck surfaces • OHS and pollution control requirements • Maintenance tools and equipment 	The learners demonstrate an understanding of various principles and theories in performing routine maintenance tasks on a small coastal vessel	The learners shall be able to perform routine maintenance tasks on a small coastal vessel	LO 1. Perform basic deck maintenance 1.1 Carry out deck surfaces checking in accordance with planned maintenance system 1.2 Carry out maintenance of vessel’s deck surfaces in accordance with planned maintenance system 1.3 Repair minor faults and imperfections in painted surfaces in accordance with procedures 1.4 Restore weathered surfaces in accordance with OHS, established standards, and manufacturer’s guidelines 1.5 Appropriately identify tools and equipment in accordance job requirements 1.6 Use tools and equipment in accordance job requirements	TLE_AFAFCAP9-12PMTV-IIId-e-35

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
			1.7 Prepare marine surfaces for application in accordance to marine coating requirements 1.8 Complete records of maintenance work in accordance with workplace procedures	
<ul style="list-style-type: none"> • Types of chemicals, cleaning agents, and equipment in cleaning vessel parts • Cleaning activities and procedures • Storage principles of chemicals, cleaning agents, and equipment • Safety, environmental, and hazard control precautions in maintenance operations 			LO 2. Carry out cleaning activities 2.1 Select chemicals, cleaning agents, and equipment to clean vessel according to workplace and manufacturer’s requirements 2.2 Use chemicals, cleaning agents, and equipment to clean vessel according to workplace and manufacturer’s requirements 2.3 Store chemicals, cleaning agents, and equipment to clean vessel according to workplace and manufacturer’s requirements 2.4 Read and understand manufacturer’s warning and instructions according to workplace requirements 2.5 Apply manufacturer’s warning and instructions according to workplace requirements 2.6 Complete cleaning tasks in the assigned area in accordance with manufacturer’s procedures	TLE_AFAFCAP9-12PMTV-IIe-f-36
<ul style="list-style-type: none"> • Types of marine paints, and painting tools and equipment • Procedures in preparation, application, and storage of marine paints and painting equipment • Problems in marine paint application 			LO 3. Select and apply appropriate paint systems for areas aboard a vessel 3.1 Select paints and painting equipment in accordance with maintenance procedures and the manufacturer’s manual 3.2 Apply marine paints in accordance with OHS requirements and manufacturer’s manual 3.3 Identify problems in the application of paints according to standard operating procedures 3.4 Report problems in the application of paints according to standard operating procedures	TLE_AFAFCAP9-12PMTV-IIg-h-37

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
<ul style="list-style-type: none"> • Principles of storing marine paint and painting equipment 			3.5 Dispose of debris from maintenance activities in accordance with established procedures 3.6 Properly store paint and painting equipment after use according to workplace requirements	
<ul style="list-style-type: none"> • Basic maintenance tools, equipment and materials • Storage and sanitation of maintenance equipment • Deck machinery and systems • Procedures in debris disposal and waste • Procedures in monitoring and reporting defective deck fittings, equipment and system 			LO 4. Check and Perform Basic Maintenance on Deck Fittings, Equipment and Systems 4.1 Correctly identify tools and equipment for basic maintenance in accordance with OH&S requirements and equipment manufacturer’s manual. 4.2 Use tools and equipment for basic maintenance in accordance with OH&S requirements and equipment manufacturer’s manual. 4.3 Obtain maintenance materials in accordance with OH&S and pollution control requirements as well as workplace requirements. 4.4 Handle maintenance materials in accordance with OH&S and pollution control requirements as well as workplace requirements. 4.5 Prepare maintenance materials in accordance with OH&S and pollution control requirements as well as workplace requirements. 4.6 Apply maintenance materials in accordance with OH&S and pollution control requirements as well as workplace requirements. 4.7 Identify defective deck fittings, equipment and systems according to established standards.	TLE_AFAFCAP9-12PMTV-IIh-i-38

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
			4.8 Report defective deck fittings, equipment and systems according to established standards. 4.9 Repair defective deck fittings, equipment and systems according to established standards. 4.10 Clean maintenance equipment after use according to workplace requirements. 4.11 Store maintenance equipment after use according to workplace requirements 4.12 Dispose of debris and return unused materials to storage in accordance with OHS and pollution control requirements and manufacturer’s manual	
<ul style="list-style-type: none"> • Use of PPE • OHS requirements • Safety management system procedures • Industry standards and guidelines on safety and hazard control 			LO 5. Follow safety and hazard control procedures 5.1 Use PPE in accordance with regulations PPE and OHS requirements 5.2 Identify maintenance hazards according to established standards 5.3 Follow safety, hazard minimization, and pollution control procedures and regulations in accordance with workplace requirements	TLE_AFAFCAP9-12PMTV-IIj-39
LESSON 12. OPERATING AND TROUBLESHOOTING LOW POWERED MARINE ENGINES (OTME)				
<ul style="list-style-type: none"> • Operating different speed type of diesel engine • Safety rules and regulations on operations of low powered diesel engines • Preparation of engine and systems • Safe and efficient operation requirements • Types of engine 	The learners demonstrate an understanding of various principles and theories in operating and troubleshooting low-powered marine engines	The learners shall be able to operate and troubleshoot low-powered marine engines	LO 1. Initiate start-up and shutdown of low-powered diesel engine 1.1 Plan operations according to established safety rules and regulations 1.2 Carry out operations according to established safety rules and regulations Prepare engine according to the intended operation and comply with standard operating procedures 1.3 Shut down engine according to the established standards	TLE_AFAFCAP9-12OTME-IIIa-c-40

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
<ul style="list-style-type: none"> • Engine parameters and instrument readings 			1.4 Maintain engine parameters and instrument readings according to manufacturer's specifications and workplace requirements. 1.5 Promptly identify deviations from the norm, per standard operating procedures 1.6 Rectify deviations from the norm according to standard operating procedures 1.7 Report deviations from the norm according to standard operating procedures 1.8 Carry out operations safely and efficiently according to workplace and environmental requirements 1.9 Promptly and accurately report inability to start up or shut down engine as required according to workplace requirements	
<ul style="list-style-type: none"> • Aspects of engine and system condition • Engine operations in various modes • Monitoring engine condition • Engine schedules, and operating parameters and instructions 			LO 2. Maintain output of low- powered diesel engines 2.1 Plan operations according to established safety rules and regulations 2.2 Carry out operations according to established safety rules and regulations 2.3 Use engine according to established standards 2.4 Monitor engine according to established standards 2.5 Assess engine system condition according to manufacturer's manual 2.6 Maintain engine parameters according to standard operating procedures 2.7 Strictly follow workers' safety practices according to workplace, PPE, and OHS requirements	TLE_AFAFCAP9-12OTME-IIIc-e-41

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
<ul style="list-style-type: none"> • Identifying engine deviations • Code of safe working practices • Principles on marine diesel engine malfunction and corrective action 			<p>LO 3. Respond to irregularities</p> <p>3.1 Correctly identify deviations according to workplace requirements</p> <p>3.2 Rectify deviations according to workplace requirements</p> <p>3.3 Report deviations according to workplace requirements</p> <p>3.4 Strictly follow workers’ safety practices according to workplace, PPE, and OHS requirements</p> <p>3.5 Take appropriate action in the event of irregularities for safety and efficiency of operations</p>	<p>TLE_AFAFCAP9-12OTME-IIIIf-h-42</p>
<ul style="list-style-type: none"> • Identifying electrical and propulsion faults • Troubleshoot engine faults • Minor repairs of engine faults • Guidelines related to troubleshooting engine faults 			<p>LO 4. Troubleshoot engine faults and perform minor repair</p> <p>4.1 Identify fuel-related difficulties according to troubleshooting guides and manufacturers manual</p> <p>4.2 Rectify fuel-related difficulties according to troubleshooting guides and manufacturers manual</p> <p>4.3 Identify electrical faults according to troubleshooting guides and manufacturer’s manual</p> <p>4.4 Rectify electrical faults according to troubleshooting guides and manufacturer’s manual</p> <p>4.5 Service engines that are immersed according to manufacturer’s manual</p> <p>4.6 Identify propulsion according to manufacturer’s manual</p> <p>4.7 Repair propulsion according to manufacturer’s manual</p> <p>4.8 Strictly follow workers’ safety practices according to workplace, PPE, and OHS requirements</p>	<p>TLE_AFAFCAP9-12OTME-IIIh-j-43</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
LESSON 13: APPLYING WEATHER INFORMATION WHEN NAVIGATING A VESSEL (WINV)				
<ul style="list-style-type: none"> • Ocean and weather conditions • Basic measurements of meteorological parameters • Weather information and voyage planning documentation • Navigational hazards • Navigational aids and paraphernalia 	<p>The learners demonstrate an understanding of various principles and theories in applying weather information when navigating vessel</p>	<p>The learners shall be able to use weather information when navigating a vessel</p>	<p>LO 1. Obtain and decipher weather and oceanographic information</p> <p>1.1 Observe and interpret ocean and weather conditions correctly in accordance with established nautical and meteorological practice</p> <p>1.2 Make basic measurements of meteorological parameters using established procedures</p> <p>1.3 Record basic measurements of meteorological parameters using established procedures</p> <p>1.4 Update, store, and maintain relevant meteorological charts, publications and related documentation according to standard operating procedures</p> <p>1.5 Use relevant navigational charts, nautical publications, and related documentation for voyage planning and identification of navigational hazards in accordance with established procedures</p>	<p>TLE_AFAFCAP9-12WINV-IVa-b-44</p>
<ul style="list-style-type: none"> • Weather and ocean condition hazards • Procedures on navigational practice and operations • Principles and procedures of weather forecasting • Types of clouds and descriptions • Calculating tides • Problems of weather forecast 			<p>LO 2. Apply weather and oceanographic data to safe navigation</p> <p>2.1 Identify weather and ocean condition hazards relevant to a proposed coastal using relevant forecasts based on navigational practice</p> <p>2.2 Modify the route for a voyage as required to take into account weather and sea condition hazards in accordance with established navigational practice</p>	<p>TLE_AFAFCAP9-12WINV-IVb-d-45</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
<ul style="list-style-type: none"> Procedures in securing vessel in sea hazards Sources of weather reports Methods of interpreting weather reports 				
<ul style="list-style-type: none"> Maritime communication techniques Reading and interpreting weather information Company procedures and regulatory requirements related to weather information and forecasts record 			LO 3. Maintain records of weather and oceanographic information and forecast 3.1 Record and file meteorological measurements, observations, reports, and forecasts in accordance with company procedures and regulatory requirements	TLE_AFAFCAP9-12WINV-IVd-e-46
LESSON 14: CONTRIBUTING TO SAFE NAVIGATION (CTSN)				
<ul style="list-style-type: none"> International Regulations for Preventing Collisions at Sea (Colregs) Watch routines Principles and procedures related to safe navigation of a vessel Weather watchkeeping and hazards Requirements relating to navigational equipment Monitoring hazards 	The learners demonstrate an understanding of various principles and theories in contributing to safe navigation	The learners shall be able to contribute to safe navigation	LO 1. Contribute to monitoring and controlling a navigational watch 1.1 Use watch according to the established principles and procedures 1.2 Hand over the watch in conformance with the accepted principles and procedures 1.3 Clarify watch information or instructions using established procedures 1.4 Conform lights, shapes, and sound signals with Colregs requirements 1.5 Maintain lookout at all times based on accepted principles and procedures 1.6 Make reports and exchanges of navigational information in line with accepted principles and procedures	TLE_AFAFCAP9-12CTSN-IVf-j-47

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
			1.7 Monitor traffic, vessel, and weather watchkeeping according to accepted principles and procedures 1.8 Comply with frequency and degrees of performance checks on navigational equipment in line with principles and procedures, and skipper's and owner's requirements 1.9 Immediately seek advice or clarification from appropriate people when in doubt	
<ul style="list-style-type: none"> • Maneuvering techniques • Types of sea state • Procedures on steering modes • Vessel steering and engine control systems • Procedures on implementing emergency 			LO 2. Maneuver the vessel when contributing to the efficient running of watch 2.1 Make maneuvers according to standard operating procedures 2.2 Design engine control systems according to standard operating procedures 2.3 Operate engine control systems according to standard operating procedures 2.4 Steer course according to standard operating procedures 2.5 Smoothen course alterations according to established standards 2.6 Control course alterations according to established standards 2.7 Communication clearly and concisely at all times according to standard principles and procedures 2.8 Acknowledge responses at all times according to standard principles and procedures 2.9 Change steering modes according to operating instructions, marine notices, and established principles and procedures	TLE_AFAFCAP9-12CTSN-Ia-e-48

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
			2.10 Ensure that vessel steering systems comply with safety, workplace, and OHS requirements	
LESSON 15: APPLYING BASIC FOOD HANDLING AND SAFETY PRACTICES (BFHS)				
<ul style="list-style-type: none"> • Basic food safety principles and requirements • Fish handling techniques and procedures • Common hazards and sources of contamination • Hazards and risk to seafood product handling • Types of work area 	The learners demonstrate an understanding of various principles and theories in applying basic food handling and safety practices	The learners shall be able to apply basic food handling and safety practices	LO 1. Identify hazards and risks to seafood and aquatic product 1.1 Identify key hazards and risks associated with the individual's work area or area of responsibility according to standard workplace procedures 1.2 Assess key hazards and risks associated with the individual's work area or area of responsibility according to standard workplace procedures 1.3 Report key hazards and risks associated with the individual's work area or area of responsibility according to standard workplace procedures 1.4 Control key hazards and risks associated with the individual's work area or area of responsibility according to standard workplace procedures	TLE_AFAFCAP9-12BFHS-If-g-49
<ul style="list-style-type: none"> • Personal hygiene and conduct • OHS and work area requirements • Procedures on workplace hygiene • Requirements on hygiene and food safety 			LO 2. Follow enterprise hygiene standards, procedures, and practices 2.1 Comply with personal hygiene in work area and OHS requirements 2.2 Select appropriate personal protective clothing and equipment in accordance with enterprise and OHS requirements 2.3 Check appropriate personal protective clothing and equipment in accordance with enterprise and OHS requirements	TLE_AFAFCAP9-12BFHS-Ih-i-50

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
			2.4 Use appropriate PPE in accordance with enterprise and OHS requirements 2.5 Maintain appropriate PPE in accordance with enterprise and OHS requirements 2.6 Strictly follow hygiene procedures in accordance with enterprise, legislative, and OHS requirements	
<ul style="list-style-type: none"> • Seafood handling and storage • Requirements on seafood handling • Types of cross-contamination 			LO 3. Handle and store seafood and aquatic product 3.1 Handle seafood and aquatic products in accordance with enterprise, legislative, and OHS requirements 3.2 Store seafood and aquatic products in accordance with enterprise, legislative, and OHS requirements 3.3 Store seafood and aquatic products at the correct temperature to maintain optimal freshness	TLE_AFAFCAP9-12BFHS-Ij-IIa-51
<ul style="list-style-type: none"> • Procedures on food safety program • Areas of risk • Risk control and management 			LO 4. Follow the enterprise food safety program 4.1 Consistently undertake all work activities in conformance with the requirements of an approved enterprise food safety program 4.2 Identify areas of risk in work area according to workplace requirements 4.3 Evaluate areas of risk in work area according to workplace requirements 4.4 Report areas of risk in work area according to workplace requirements 4.5 Control areas of risk in work area according to workplace requirements	TLE_AFAFCAP9-12BFHS-IIa-c-52

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
			4.6 Monitor areas of risk in work area according to workplace requirements 4.7 Take corrective actions within the individual's scope of responsibilities to minimize risk in accordance with the enterprise food safety program 4.8 Report risks promptly according to workplace requirements 4.9 Complete records according to enterprise requirements and work responsibility	
LESSON 16: ADJUSTING AND POSITIONING BEACH SEINES, MESH NETS, OR GILL NETS (BMNG)				
<ul style="list-style-type: none"> • Beach seine <ul style="list-style-type: none"> - Parts and function • Gill nets <ul style="list-style-type: none"> - Types - Parts • Aspects of work area • Guidelines in organizing work area • Identifying equipment and tools for adjusting beach seines, mesh nets, or gill nets • Techniques for slinging beach seines, mesh nets, or gill nets • Adjusting gear components 	The learners demonstrate an understanding of various principles and theories in adjusting and positioning beach seines, mesh nets, or gill nets	The learners shall be able to adjust and position beach seines, mesh nets, or gill nets	LO 1. Organize a work area for adjusting beach seines, mesh nets, or gill nets 1.1 Identify unsafe and inefficient aspects of the work area according to workplace requirements 1.2 Rectify unsafe and inefficient aspects of the work area according to workplace requirements 1.3 Provide clear instructions in accordance to established standards 1.4 Make all tools and equipment available according to standard operating procedures 1.5 Use appropriate equipment and devises for slinging beach seines, mesh nets, or gill nets in accordance to established standards	TLE_AFAFCAP-12BMNG-IIc-e-53
<ul style="list-style-type: none"> • Indicators of sub-optimal performance • Factors of optimal gear performance 			LO 2. Adjust components of beach seine, mesh net, or gill net to optimize catch	TLE_AFAFCAP9-12BMNG-IIe-h-54

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
<ul style="list-style-type: none"> • Interpreting gear plans • Adjusting beach seines and gill nets before deployment • Use and repair of gear <ul style="list-style-type: none"> - Beach seine - Gill net • Mesh net 			<ul style="list-style-type: none"> 2.1 Assess performance of beach seines, mesh nets, or gill nets according to workplace requirements 2.2 Measure and compare components of beach seine, mesh net, or gill net to confirm symmetry 2.3 Assess the effectiveness of the deployment of beach seine, mesh net, or gill net component in accordance with standard operating procedures 2.4 Adjust components of beach seine, mesh net, or gill net according to established standards 2.5 Recondition or construct components of beach seine, mesh net, or gill net according to established standards 	
<ul style="list-style-type: none"> • Fish characteristics • Fishing strategy • Maintaining, adjusting, and positioning the vessel and gear <ul style="list-style-type: none"> - Beach seine - Gill net - Mesh net • Monitoring deployment, fishing, and retrieval of gear • Vessel positions 			<p>LO 3. Position beach seines, mesh nets, or gill nets to optimize catch</p> <ul style="list-style-type: none"> 3.1 Develop fishing strategy according to workplace requirements 3.2 Assess the quality of catches according to standard procedures 3.3 Monitor position of beach seines, mesh nets, or gill nets in accordance with standard operating procedures 3.4 Monitor the vessel position during the deployment and retrieval of beach seines, mesh nets, or gill nets in accordance with successful fishing strategy requirements 3.5 Strictly follow workers’ safety practices according to workplace requirements 	<p>TLE_AFAFCAP9-12BMNG-IIh-j-55</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
LESSON 17. MAINTAINING, PREPARING, DEPLOYING AND RETRIEVING MESH NETS OR GILL NETS TO LAND CATCH (PDRM)				
<ul style="list-style-type: none"> • Criteria of fishing gear • Components of net • Types of net damage • Replacing/reconditioning damaged nets • Procedures related to disposing of defective net components 	<p>The learners demonstrate an understanding of various principles and theories in maintaining, preparing, deploying, and retrieving mesh nets, or gill nets to land catch</p>	<p>The learners shall be able to maintain, prepare, deploy, and retrieve mesh nets of gill nets to land catch</p>	<p>LO 1. Maintain beach Seines, mesh nets, or gill nets</p> <ol style="list-style-type: none"> 1.1 Check beach seines, mesh nets, or gill in accordance with standard vessel maintenance procedures 1.2 Identify damaged beach seine, mesh net, or gill net components according to established standards 1.3 Condition or replace damaged beach seine, mesh net, or gill net components according to established standards 1.4 Order replacement beach seine, mesh net, or gill net components according to enterprise procedures 1.5 Dispose of defective beach seine, mesh net, or gill net components according to environmental protection regulations and enterprise procedures 	<p>TLE_AFAFCAP9-12PDRM-IIIa-e-56</p>
<ul style="list-style-type: none"> • Beach seine, mesh net, or gill net components • Assembling and dismantling connecting devices • Deployment of beach seines, mesh nets, or gill nets • Procedures relating to hygiene requirements and vessel operations • Regulations and principles related to ecologically sustainable development 			<p>LO 2. Deploy beach seines, mesh nets, or gill nets</p> <ol style="list-style-type: none"> 2.1 Connect beach seine, mesh net, or gill net components in the configuration required according to established fishing methods 2.2 Carry out deployment of beach seines, mesh nets, or gill nets from the vessel according to vessel operating and safety procedures 2.3 Ensure accurate deployment of beach seines, mesh nets, or gill nets in accordance with established fishing operation 2.4 Deploy devices and systems according to environmental standards 	<p>TLE_AFAFCAP9-12PDRM-IIIif-j-57</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
			2.5 Clean beach seine, mesh net, or gill net storage area according to hygiene requirements and vessel operating procedures	
<ul style="list-style-type: none"> • Types of deploying/retrieving gear machinery • Use of deploying/retrieving gear machinery <ul style="list-style-type: none"> - Beach seine - Gill net - Mesh net • Methods of retrieving and stowing fishing gear • Requirements related to crew and workplace safety 			LO 3. Retrieve the beach seine, mesh net, or gill net 3.1 Apply beach seines, mesh nets, or gill nets in accordance with vessel operating procedure 3.2 Retrieve beach seines, mesh nets, or gill nets in accordance with vessel operating procedure 3.3 Land catch and remove from beach seines, mesh nets, or gill nets according to established seafood quality standards 3.4 Disconnect beach seines, mesh nets, or gill nets according to crew and working area safety requirements 3.5 Stow beach seines, mesh nets, or gill nets according to crew and working area safety requirements.	TLE_AFAFCAP9-12PDRM-IVa-e-58
<ul style="list-style-type: none"> • Containment devices to receive catch • Procedures relating to personal and vessel hygiene, safety, and vessel operations • Sorting catch • Preparation of containers • Relevant fisheries regulations 			LO 4. Land, contain, and sort catch 4.1 Prepare containment devices to receive the catch according to hygiene requirements and vessel operating procedures 4.2 Load catch into containment devices according to vessel hygiene, safety, and operating procedures 4.3 Sort catch to maximize by-catch survival and seafood quality according to vessel operating procedures and fisheries regulations	TLE_AFAFCAP9-12PDRM-IVf-j - 59

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
LESSON 18: ADJUSTING AND POSITIONING HAND OPERATED LINES (AHOL)				
<ul style="list-style-type: none"> • Aspects of work area • Tasks and methods in organizing work area • Types of hand-operated lines • Identifying hand-operated line components 	The learners demonstrate an understanding of various principles and theories in adjusting and positioning hand operated lines	The learners shall be able to adjust and position hand-operated lines	<p>LO 1. Organize a work area to adjust hand-operated lines</p> <p>1.1 Identify unsafe and inefficient aspects of the work area according to workplace requirements</p> <p>1.2 Rectify unsafe and inefficient aspects of the work area according to workplace requirements</p> <p>1.3 Provide clear instructions to work teams in accordance with established standards</p> <p>1.4 All tools and equipment are made available according to standard operating procedures</p>	TLE_AFAFCAP9-12AHOL-Ia-c-60
<ul style="list-style-type: none"> • Basic operating principles of hand- operated lines • Indicators of sub-optimal performance • Factors of optimal gear performance • Adjusting and positioning hand operated lines • Using and repairing hand operated lines • Fish behavior 			<p>LO 2. Adjust hand-operated line components to optimize catch</p> <p>2.1 Assess the performance of hand- operated lines according to workplace requirements.</p> <p>2.2 Observe catches in accordance with standard operating procedures</p> <p>2.3 Adjust hand-operated line components according to established standards</p> <p>2.4 Recondition or construct hand- operated line components according to established standards</p>	TLE_AFAFCAP9-12AHOL-Ic-g-61
<ul style="list-style-type: none"> • Fishing strategy • Factors affecting catch • Positioning hand-operated lines • Vessel positions in deployment and retrieval of gear 			<p>LO 3. Position hand-operated lines to optimize catch</p> <p>3.1 Develop fishing strategy according to workplace requirements</p> <p>3.2 Monitor the position of beach seines, mesh nets, or gill nets in accordance with standard operating procedures</p>	TLE_AFAFCAP9-12AHOL-Ig-j-62

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
<ul style="list-style-type: none"> Environmental and catch concentrations information Characteristics of area of fishing operation 			3.3 Alter the position of beach seines, mesh nets, or gill nets according to standard operating procedures 3.4 Monitor vessel position during deployment and retrieval of hand- operated lines in accordance with successful fishing strategy requirements 3.5 Strictly follow worker safety practices according to workplace requirements	
LESSON 19: MAINTAINING, PREPARING, DEPLOYING, AND RETRIEVING HAND OPERATED LINES TO LAND CATCH (RHLC)				
<ul style="list-style-type: none"> Criteria of fishing gear based on vessel maintenance plan Identifying components of hand operated line Identifying damaged hand-operated line components Replacing/reconditioning damaged hand-operated line components Environmental protection procedures related to disposing of defective hand-operated line components 	The learners demonstrate an understanding of various principles and theories in maintaining, preparing, deploying, and retrieving hand-operated lines to land catch	The learners shall be able to maintain, prepare, deploy, and retrieve hand-operated lines to land catch	LO 1. Maintain hand-operated lines 1.1 Check hand-operated lines in accordance with the standard vessel maintenance procedures 1.2 Identify damaged hand-operated line components according to established standards 1.3 Recondition or replace damaged hand-operated line components according to established standards 1.4 Order the replacement hand-operated line components according to enterprise procedures 1.5 Dispose of defective hand-operated line components according to environmental protection regulations and enterprise procedures	TLE_AFAFCAP9-12RHLC-IIa-c-63
<ul style="list-style-type: none"> Hand operated line components Deploying hand operated line 			LO 2. Deploy hand-operated lines 2.1 Connect hand-operated line components in the configuration required according to established fishing methods	TLE_AFAFCAP9-12RHLC-IIc-e-64

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
<ul style="list-style-type: none"> • Principles relating to hygiene and vessel operations • Principles related to ecologically sustainable development 			2.2 Operate equipment used to deploy hand-operated lines from the vessel according to vessel operating and safety procedures 2.3 Deploy hand-operated lines in accordance with established fishing operation 2.4 Deploy devices and systems according to environmental standards 2.5 Clean hand-operated line storage area according to hygiene requirements and vessel operating procedures	
<ul style="list-style-type: none"> • Using equipment to deploy/retrieve gear • Coiling and uncoiling lines • Types of machinery in deploying/retrieving gear • Retrieving fishing gear • Stowing hand-operated line fishing gear • Requirements related to crew and workplace safety 			LO 3. Retrieve hand-operated lines 3.1 Operate equipment used to retrieve the catch to the vessel according to vessel operating and safety procedures 3.2 Guide lines to equipment according to workplace requirements 3.3 Manipulate lines to equipment according to workplace requirements 3.4 Handle traces and line ends in accordance with established operating procedures to maximize seafood quality 3.5 Disconnect and stow hand-operated lines according to safety requirements	TLE_AFAFCAP9-12RHLC-IIh-h-65
<ul style="list-style-type: none"> • Containment devices to receive catch • Procedures relating to personal and vessel hygiene, safety, and vessel operations • Sorting catch • Preparation of containers 			LO 4. Land, contain, and, sort catch 4.1 Prepare containment devices to receive the catch according to hygiene requirements and vessel operating procedures 4.2 Load catch into containment devices according to vessel hygiene, safety, and operating procedures	TLE_AFAFCAP9-12RHLC-IIh-j-66

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
<ul style="list-style-type: none"> Relevant fisheries regulation 			4.3 Sort catch to maximize by-catch survival and seafood quality according to vessel operating procedures and fisheries regulations	
LESSON 20: ADJUSTING AND POSITIONING POTS AND TRAPS (APPT)				
<ul style="list-style-type: none"> Aspects of work area Tasks and methods in organizing work area Types of pots and traps Identifying hand-operated line component 	The learners demonstrate an understanding of various principles and theories in adjusting and positioning pots and traps.	The learners shall be able to adjust and position pots and traps	LO 1. Organize a work area to adjust pots and traps 1.1 Identify unsafe and inefficient aspects of the work area according to workplace requirements 1.2 Rectify unsafe and inefficient aspects of the work area according to workplace requirements 1.3 Provide clear instructions to work teams in accordance to established standards 1.4 Make all tools and equipment available according to standard operating procedures.	TLE_AFAFCAP9-12APPT-IIIa-c-67
<ul style="list-style-type: none"> Basic operating principles of pots and traps Indicators of sub-optimal performance Factors of optimal gear performance Adjusting and positioning pots and traps Using and repairing pots and traps Fish behavior 			LO 2. Adjust hand-operated line components to optimize catch 2.1 Assess the performance of pots and traps according to workplace requirements 2.2 Observe catches in accordance with standard operating procedures 2.3 Adjust pots and traps components according to established standards 2.4 Recondition or construct hand- operated line components according to established standards	TLE_AFAFCAP9-12APPT-IIIc-e-68
<ul style="list-style-type: none"> Fishing strategy Factors affecting catch Positioning pots and traps Environmental and catch concentrations information Characteristics of area of fishing operation 			LO 3. Position pots and traps to optimize catch 3.1 Develop fishing strategy according to workplace requirements 3.2 Monitor position of pots and traps accordance with standard operating procedures	TLE_AFAFCAP9-12APPT-IIIj-f-69

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
			3.3 Alter position of pots and traps in accordance with standard operating procedures 3.4 Monitor vessel position during the Follow workers' safety practices according to workplace requirements.	
LESSON 21: MAINTAINING, PREPARING, DEPLOYING AND RETRIEVING POTS AND TRAPS (MRPT)				
<ul style="list-style-type: none"> Types of traps and pots Criteria of fishing gear Identifying components of trap and pot Identifying trap and pot damage Replacing/reconditioning damaged gear components Environmental protection procedures related to disposing of defective trap and pot components 	The learners demonstrate an understanding of various principles and theories in maintaining, preparing, deploying, and retrieving pots and traps	The learners shall be able to maintain, prepare, deploy, and retrieves pots and traps	LO 1. Maintain traps and pots 1.1 Check traps and pots in accordance with standard vessel maintenance procedures 1.2 Identify damaged trap and pot components according to established standards 1.3 Recondition or replace damaged trap and pot components according to established standards 1.4 Order replacement gear components according to enterprise procedures 1.5 Dispose of defective trap and pot components according to environmental protection regulations and enterprise procedures	TLE_AFAFCAP9-12MRPT-IVa-c-70
<ul style="list-style-type: none"> Trap and pot components Assembling and dismantling connecting devices Proper deployment of traps and pots Principles relating to hygiene and vessel operations Principles related to ecologically sustainable development 			LO 2. Deploy traps and pots 2.1 Prepare trap and pot components according to workplace requirements 2.2 Prepare trap and pot components according to workplace requirements 2.3 Ensure that trap and pot components are configured according to established fishing methods 2.4 Move traps and pots in accordance with vessel operating procedures, lifting guidelines, and deck team work procedures	TLE_AFAFCAP9-12MRPT-IVd-h-71

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODES
			2.5 Deploy traps and pots in accordance with established fishing operation 2.6 Deploy devices and systems according to manuals and environmental standards 2.7 Ensure that trap and pot storage area and devices are cleaned according to hygiene requirements and vessel operating procedures	
<ul style="list-style-type: none"> • Using equipment to deploy/retrieve gear • Retrieving traps and pots • Extracting catch from traps and pots • Requirements related to crew and workplace safety 			LO 3. Retrieve traps and pots 3.1 Operate equipment used to retrieve the catch to the vessel according to vessel operating and safety procedures 3.2 Apply ropes to hauling devices in accordance with supervisor's instructions 3.3 Load hauling devices into baskets for stowing in accordance with supervisor's instructions 3.4 Extract catch from traps and pots in accordance with instructions from supervisor and to maximize seafood quality 3.5 Disconnect and stow traps and pots according to safety procedures	TLE_AFAFCAP9-12MRPT-IVh-j-72

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RESOURCES			METHODOLOGY	ASSESSMENT METHOD
TOOLS	EQUIPMENT	MATERIALS		
	<ul style="list-style-type: none"> • Weighing scale • Generator • Pump • Fire Extinguisher • Fire hydrant • Survival craft • Vessel/banca 	<ul style="list-style-type: none"> • Types of Fishing Gears <ul style="list-style-type: none"> ○ Textile <ul style="list-style-type: none"> ▪ Beach seine ▪ Gill nets ▪ Seine net ○ None textile <ul style="list-style-type: none"> ▪ Multifuple handline ▪ Hook and handline ▪ Hand instrument ▪ Fish traps & pots ○ PPE <ul style="list-style-type: none"> ▪ Mask ▪ Goggles ▪ Gloves ▪ Life jacket ○ Hand tools ○ Measuring tools ○ Sprayer ○ Pen/pencil ○ Paper ○ Conversion table ○ Fire blanket ○ Fire hose ○ Workplace location ○ CO2 fixed system ○ Plastic waste ○ Spare parts ○ Paddles ○ Diesel/gasoline ○ Hammer ○ Torch ○ Carpentry tools ○ Plastic container ○ Brush ○ Adhesive ○ Oil can 	<ul style="list-style-type: none"> • Lecture/discussion • Demonstration • Simulation/role play • Practical exercises • Buzz session • Group discussion • Interaction • Practical exercises • Film viewing • Self-paced/modular • Field trip 	<ul style="list-style-type: none"> • Actual demonstration • Observation • Questioning • Written examination • Interview • Oral examination

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RESOURCES			METHODOLOGY	ASSESSMENT METHOD
TOOLS	EQUIPMENT	MATERIALS		
		<ul style="list-style-type: none"> ○ Map ○ Ice ○ Fish ○ Gear plan ○ Chart ○ Nets ● Learning Materials <ul style="list-style-type: none"> ○ Learning elements ○ Service manual ○ Organizational manual ○ Standard Operating Procedures Manual ○ Company Policies and Procedures Manual ○ Gear plan 		

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GLOSSARY

1. Accident - An unwanted incident involving injury or damage to life, the environment, the ship or cargo
2. Anchor - A heavy forging or casting comprising a shank with shackles or ring at one end and two arms with palms at the other, so shaped as to grip the sea bottom, by means of cable or rope hold a boat / ship regardless of wind and current
3. Ballast - A quantity of iron, stone, gravel or other weighty substance like (water, oil, etc) placed in the lower hold of the boat/ship to increase stability by lowering the center of gravity
4. Beach seine - Fishing gear using a seine net and employed along the coastline
5. Bend - A knot by which one rope is fastened to another to some object
6. Bilge - A place in the lower part of the boat / ship where waste water collects and which bilge suctions are placed for pumping out
7. Boat - A small open craft propelled by oars sails, or some form of engine. This term also applied to a larger boats built to navigate rivers and inland waters.
8. Capstan - A machine for moving or raising heavy weights and consist of a vertical drum that can be rotated and around which cable is turned
9. Deck - In a ship, a permanent covering over a compartment or a hull
10. Deckhand - A seaman who performs manual and other duties on board a vessel
11. Fish capture - The taking of fishery species by passive or active gear for trade, business, or profit beyond subsistence or sport fishing and classified further as follows:
 12. Small-scale commercial fishing - fishing utilizing fishing vessels of 3.1 gross tons (GT) up to 20 GT
 13. Medium-scale commercial fishing - fishing utilizing fishing vessels of 20.1 GT up to 150 GT; and
 14. Large-scale commercial fishing - fishing utilizing fishing vessel of more than 150 GT
15. Fishing gear - Fishing equipment and paraphernalia
16. Fish fighting equipment - Equipment used to extinguish fire as per type
17. Fish trap - Locally called *panggal*, a set trap or enticing device made of bamboo or rattan, usually rectangular, receptacle preventing escape of fishy by means of trap doors or tricky passageways. Trapped fish may be collected at regular intervals, in terms of days or week.
18. Gill/mesh net - A wall of variously sized netting that is either positioned at the bottom of the water or set adrift by small buoys and weights. Mesh sizes are designed to allow fish to get only their head through the netting, but not their body. The fish's gills then get

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caught in the mesh as the fish tries to back out of the net. This is commonly referred to by locals as *pukot-doble*, *pukot-triple*, and *pukot paapong* (with light).

19. Hitch
 - Any of various knots used to form a temporary noose in a line or to temporarily secure a line to an object
20. Knot
 - An interlacing, twining, or looping of a cord or rope drawn tight into a knob or lump for fastening, binding, or connecting two cords together to another cord or to something else
21. Life-saving appliances
 - Outfits designed for life preservation
22. Mooring
 - The act of making fast a boat with lines or anchor
23. Municipal fisherman
 - A person who is directly or indirectly engaged in fishing and other related fishing activities within municipal waters using fishing vessels of 3 gross tons or less.
24. Municipal waters
 - Include not only streams, lakes, inland bodies of water, and tidal waters within the municipality that do not fall within protected areas as defined under Republic Act 7856 (The NIPAS Law), public forest, timber lands, forest reserves, or fishery reserves, but also marine waters included between 2 lines drawn perpendicular to the general coastline from points where the boundary lines of the municipality touch the sea at low tide and a third line parallel with the general coastline including offshore island and 15 kilometers from such coastline. Where 2 municipalities are so situated on opposite shores that there is less than 30 kilometers of marine waters between them, the third line shall be equally distant from the opposite shore of the respective municipalities (RA 8550, Philippine Fisheries Code of 1997).
25. Netting
 - Fishing gear component made of open mesh fabric
26. Seaworthy
 - A vessel is such if it is in a good enough condition to sail on the sea
27. Single hook and line
 - Also called simple hand line or drop line; a single vertical line carrying one or two barbed baited hooks and worked simply by dropping into the water and waiting for a fish to bite. Generic local name is *pasol* or *subid*. Also called by various names, most often after the most dominant species in the catch, such as *manubid-pamarilis*, *pambaca*, *pamirit*, *pangaraw*, *palutao* (*ulang*), *pamato*, *pamariles*, deep-sea *pangtangigue*, *pawin*, or *undak* (with light). Hook sizes range from #06-#20 to #566-#571 while filament size varies from nylon #8 to #190.
28. Winch
 - Any of various machines or instruments for pulling or hauling, with one or more drums on which to coil a rope, cable, or chain
29. Windlass
 - A steam or electric winch with horizontal or vertical shaft and two drums used to raise a ship's anchor

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CODE BOOK LEGEND

Sample: **TLE_AFAFCAP9-12ASMO-Ia-1**

LEGEND		SAMPLE		DOMAIN / COMPONENT	CODE
First Entry	Learning Area and Strand/Subject or Specialization	Technology and Livelihood Education Agri-Fishery Arts Fish Capture	TLE_ AFA FCAP	Common Competencies	
	Grade Level	9 to 12	9-12	Applying Safety Measures in Operations	ASMO
Uppercase Letter/s	Domain/ Content/ Component/ Topic	Applying Safety Measures in Operations	ASMO	Using Tools and Equipment in Fish Capture	TEFC
Roman Numeral *Zero if no specific Quarter	Quarter	First Quarter	I	Performing Estimation and Basic Calculation	PEBC
Lower case letter/s *put an en dash (–) between letters to indicate more than a specific week	Week	Week one	a	Applying Food Safety and Sanitation	AFSS
				Preventing and Fighting Fire	PAFF
				Performing First Aid Treatment on Board	PFTB
				Protecting Marine Environment	PME
				Complying with Emergency Procedures	CWEP
Arabic Number	Learning Competency	Determine Areas of Concern for Safety Measures	1	Core Competencies	
				Operating a Vessel of up to 3.0 GT	OVGT
				Monitoring Condition and Seaworthiness of a Vessel of Up to 3.0 GT	MCSV
				Performing Routine Maintenance Tasks on a Small Coastal Vessel	PMTV
				Operating and Troubleshooting Low Powered Marine Engines	OTME
				Applying Weather Information when Navigating a Vessel	WINV
				Contributing to Safe Navigation	CTSN
				Applying Basic Food Handling and Safety Practices	BFHS
				Adjusting and Positioning Beach Seine, Mesh Nets or Gill Nets	BMNG
				Maintaining, Preparing, Deploying, and Retrieving Mesh Nets or Gill Nets to Land Catch	PDRM
Adjusting and Positioning Hand-operated Lines	AHOL				
Maintaining, Preparing, Deploying, and Retrieving Hand Operated Lines to Land Catch	RHLC				
Adjusting and Positioning Pots and Traps	APPT				
Maintaining, Preparing, Deploying, and Retrieving Pots and Traps	MRPT				

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 Fish Capture NC II*. Taguig City, Philippines: TESDA, 2006.