

K to 12 BASIC EDUCATION CURRICULUM
JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL LIVELIHOOD TRACK
AGRI-FISHERY ARTS - FISHING GEAR REPAIR AND MAINTENANCE NC III
(320 hours)

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

AGRI-FISHERY ARTS

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

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HOME ECONOMICS

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

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INDUSTRIAL ARTS

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

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INFORMATION, COMMUNICATIONS AND TECHNOLOGY (ICT)

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

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Course Description:

This is a specialization course which leads to Fishing Gear Repair and Maintenance NC III. It covers the basic, common and core competencies that a student ought to master. Basic competencies include skills in: a) leading workplace communication, b) leading small teams, c) developing and practicing negotiation skills, d) solving problems related to work activities, e) using mathematical concepts and techniques, and f) using relevant technologies. Common competencies cover skills in: a) applying safety measures in operations, b) using tools and equipment, and c) performing estimation and calculation. On the other hand, core competencies include skills in: a) supervising unloading and loading of net, b) evaluating net mending, and c) administering and monitoring net mending activities.

The preliminaries of this specialization course include the following: 1) A discussion on the relevance of the course, 2) Explanation of key concepts relative to the course, and 3) Explanation of career opportunities.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Introduction 1. Basic concepts in Fishing Gear Repair and Maintenance 2. Relevance of the course 3. Career opportunities	The learner demonstrates understanding of basic concepts and underlying theories in Fishing Gear Repair and Maintenance.	The learner independently demonstrates common competencies in Fishing Gear Repair and Maintenance as prescribed by TESDA Training Regulations.	1. Explain basic concepts in Fishing Gear Repair and Maintenance. 2. Discuss the relevance of the course. 3. Explore career opportunities for Fishing Gear Repair and Maintenance as a career or source of extra income.	
PERSONAL ENTREPRENEURIAL COMPETENCIES AND SKILLS (PECS)				
1. Assessment of Personal Competencies and Skills (PECS) vis-à-vis a practicing entrepreneur/employee in the province. 1.1 Characteristics 1.2 Attributes 1.3 Lifestyle 1.4 Skills 1.5 Traits 2. Analysis of PECS in relation to a practitioner 3. Aligning, strengthening and development of ones PECS based on the results	The learner demonstrates an understanding of one's Personal Competencies and Skills (PECS) and what it takes to become successful in the field.	The learner recognizes his/her Personal Competencies and Skills (PECS) and is able to compare those with the PECS of a practicing entrepreneur/employee involved in Fishing Gear Repair and Maintenance.	LO 1. Develop and strengthen Personal Competencies and Skills (PECS) needed in Fishing Gear Repair and Maintenance. 1.1 Identify and assess one's PECS: characteristics, attributes, lifestyle, skills, and traits. 1.2 Identify successful entrepreneurs/employees in the province/locality. 1.3 Identify and assess a practitioner's PECS: characteristics, attributes, lifestyle, skills, and traits. 1.4 Compare self with a practitioner. 1.5 Identify areas for improvement, development and growth. 1.6 Align, strengthen, and develop areas based on the results of the PECS Assessment.	TLE_ PECS9-12-00-1

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ENVIRONMENT AND MARKET (EM)				
THE MARKET (The Province) 1. Key concepts of the Market 2. Players in the Market(Competitors) 3. Products and services available in the market	The learner demonstrates understanding of the market of Fishing Gear Repair and Maintenance in the context of the province.	The learner independently identifies the products/services available and the competitors in the province's fishing gear repair and maintenance.	LO 1. Recognize and understand the market for Fishing Gear Repair and Maintenance. 1.1 Identify the players/ competitors within the province. 1.2 Identify the different products/services available in the market. 1.3 Enumerate the differences between these products/ services.	TLE_EM9-12-00-1
THE MARKET – PRODUCT DEVELOPMENT 1. Key concepts in developing a product 2. Finding Value 3. Innovation 4. Unique Selling Proposition (USP)	The learner demonstrates understanding of developing a product in Fishing Gear Repair and Maintenance.	The learner independently identifies the customers of the Fishing Gear Repair and Maintenance.	LO 2. Develop a product for the Fishing Gear Repair and Maintenance. 2.1 Identify what is of "Value" to the customer. 2.2 Identify the Customer. 2.3 Define and identify what makes a product different. 2.4 Enumerate and apply creativity and innovation techniques in order to develop a product that stands out. 2.5 Identify the unique selling proposition (USP) of the product.	TLE_EM9-12-00-2
THE MARKET - SELECTING BUSINESS IDEA 1. Key concepts in selecting a business idea 2. Criteria 3. Techniques	The learner demonstrates understanding of the techniques used in selecting business ideas.	The learner independently selects a viable business idea.	LO 3. Select a business idea for the Fishing Gear Repair and Maintenance based on the criteria and techniques provided. 3.1 Identify potential business ideas to select from. 3.2 Enumerate the various criteria and steps to selecting a business idea. 3.3 Apply the criteria/steps in order to select a viable business idea. 3.4 Identify a business idea based on the criteria/steps provided.	TLE_EM9-12-00-3

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BASIC COMPETENCIES				
LESSON 1: LEADING WORKPLACE COMMUNICATION (LWC)				
<ul style="list-style-type: none"> • Methods of Communication <ul style="list-style-type: none"> - Communication tools - Communication Techniques • Data gathering using; <ul style="list-style-type: none"> - Personal interview - Survey questionnaire 	The learner demonstrates understanding of various principles and theories in leading workplace communication.	The learner independently leads workplace communication.	LO 1. Communicate information about workplace processes. <ul style="list-style-type: none"> 1.1 Select appropriate communication method. 1.2 Communicate multiple operations involving several topic areas. 1.3 Use questions to gain extra information. 1.4 Identify correct sources of information. 1.5 Select and sequence information correctly. 1.6 Maintain verbal and written reports in both familiar and unfamiliar situations. 	TLE_AFAFGRM9-12LWC-Ia-1
<ul style="list-style-type: none"> • Method/techniques of discussion • How to lead discussion • How to solicit response 			LO 2. Lead workplace discussions. <ul style="list-style-type: none"> 2.1 Seek responses to workplace issues. 2.2 Provide solutions to workplace issues. 2.3 Make constructive contributions to workplace discussions such as production, quality and safety. 2.4 Communicate goals and aims in the workplace. 	TLE_AFAFGRM9-12LWC-Ia-2
<ul style="list-style-type: none"> • Identify problems and issues • Organizing information on problem and issues • Relating problems and issues • Communication barriers affecting workplace discussions 			LO 3. Identify and communicate issues arising in the workplace. <ul style="list-style-type: none"> 3.1 Identify issues and problems that arise in the workplace. 3.2 Coherently organize information regarding problems and issues to ensure clear and effective communication. 3.3 Initiate dialog with appropriate personnel. 3.4 Address problems and issues arises in the workplace. 	TLE_AFAFGRM9-12LWC-Ia-3

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LESSON 2: LEADING SMALL TEAM (LST)				
<ul style="list-style-type: none"> • Communication skills required for leading small team • Skills and techniques in promoting team building • Negotiating skills • Up to date dissemination of instruction and requirements to members. • Art of listening and treating individual team members concern 	The learner demonstrates understanding of the different strategies in leading small team.	The learner independently leads small team.	LO 1. Provide team leadership. 1.1 Identify work requirements 1.2 Set work requirements to the members of the team 1.3 Properly disseminate work instructions to the members of the team 1.4 Deal with the concerns and issues of the team in performing work/tasks.	TLE_AFAFGRM9-12LST-Ia-4
<ul style="list-style-type: none"> • Duties and responsibilities of each team member • Skills in identifying individual skills ,knowledge and attitude as basis for allocating responsibilities • Knowledge in identifying each team member duties and responsibilities 			LO 2. Assign responsibilities among members. 2.1 Identify and define each duty/responsibility in the workplace. 2.2 Consider the individual experiences and background of each member of the team in assigning the respective duties/responsibilities. 2.3 Respectively assign duties/responsibilities to each member of the team.	TLE_AFAFGRM9-12LST-Ib-5
<ul style="list-style-type: none"> • Knowledge and skills in setting individual performance target/expectation • Team members duties and responsibilities • Employee policies and procedures • Defining performance expectations criteria 			LO 3. Set performance expectation to team members. 3.1 Discuss performance expectations in carrying out the tasks. 3.2 Establish performance expectations in carrying out the tasks 3.3 Disseminate performance expectations to all members of the team	TLE_AFAFGRM9-12LST-Ib-6
<ul style="list-style-type: none"> • Knowledge and skills in monitoring team member performance 			LO 4. Supervise team performance. 4.1 Monitor team members performance based on the established performance	TLE_AFAFGRM9-12LST-Ib-7

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<ul style="list-style-type: none"> • Monitoring team operation to ensure client needs and satisfaction • Methods of monitoring performance • Informal/formal counseling skills 			<p>criteria.</p> <p>4.2 Provide team members with feedback, positive support and advice on strategies to overcome any difficulties.</p> <p>4.3 Inform team members of any changes in the priority allocated to assignment or task.</p> <p>4.4 Provide communication follow-up on all issues affecting the team.</p>	
LESSON 3: DEVELOPING AND PRACTICING NEGOTIATION SKILLS (DPN)				
<ul style="list-style-type: none"> • Background information on other parties to the negotiation • Observing differences between content and process • Identifying bargaining information • Applying strategies to manage process • Applying steps in negotiating process • Strategies to manage conflict • Steps in negotiating process 	<p>The learner demonstrates understanding of theories and principles in developing and practicing negotiation skills in the workplace.</p>	<p>The learner independently develops and practice negotiation skills in the workplace.</p>	<p>LO 1. Plan Negotiations.</p> <p>1.1 Identify the necessary information in preparing the negotiation plan.</p> <p style="padding-left: 20px;">1.1.1 Information on non verbal environment</p> <p style="padding-left: 20px;">1.1.2 Different questioning techniques</p> <p>1.2 Include the necessary information in the negotiation plan.</p>	TLE_AFAFGRM9-12DPN-Ib-8
<ul style="list-style-type: none"> • Decision making and conflict resolution strategies procedures • Problem solving strategies on how to deal with unexpected questions and attitudes during negotiation • Background information on other parties to the negotiation • Observing differences between content and process 			<p>LO 2. Participate in negotiations.</p> <p>2.1 Agree on the criteria for successful outcome</p> <p>2.2 Consider desired outcomes by all parties</p> <p>2.3 Use appropriate language throughout the negotiation</p> <p>2.4 Document issues and processes agreed by all parties</p> <p>2.5 Discuss possible solutions and their viability</p> <p>2.6 Confirm and record areas for agreement</p> <p>2.7 Agree on follow-up action by all parties</p>	TLE_AFAFGRM9-12DPN-Ic-9

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LESSON 4: SOLVING PROBLEMS RELATED TO WORK ACTIVITIES (PRW)				
<ul style="list-style-type: none"> Normal operating parameters & product quality Identifying & clarifying the nature of problem Analytical techniques and its application 	The learner demonstrates understanding of various principles in solving problems related to work activities.	The learner independently solves problems related to work activities.	LO 1. Identify the problem. 1.1 Identify variances from normal parameters and product quality 1.2 Define the extent, cause and nature of the problem through observation, investigation and analytical techniques 1.3 Specifically state the problems.	TLE_AFAFGRM9-12PRW-Ic-10
<ul style="list-style-type: none"> Protocol in identifying causes of the problem. Problem solving tools and techniques. Investigation techniques and procedures 			LO 2. Determine fundamental causes of the problem. 2.1 Identify possible causes of the problem based on the experience and the use of problem solving tools/analytical techniques. 2.2 Develop statements on the possible cause based on findings. 2.3 Identify fundamental causes per results of investigation conducted.	TLE_AFAFGRM9-12PRW-Ic-11
<ul style="list-style-type: none"> Problem solving techniques and protocol Evaluating corrective actions. Action plan <ul style="list-style-type: none"> Objectives Needed resources Strategies/techniques Results 			LO 3. Determine corrective action. 3.1 Consider all possible actions for resolution of the problem. 3.2 Consider strengths and weaknesses for possible options. 3.3 Determine corrective actions to resolve the problem and possible future causes. 3.4 Develop action plans based on the measurable objectives, resources needed and timeline in accordance with safety and operating procedures.	TLE_AFAFGRM9-12PRW-Ic-12
<ul style="list-style-type: none"> Preparation of report on recommendation Presentation and evaluation of report on recommendation 			LO 4. Provide recommendation/s to manager. 4.1 Prepare report on recommendations. 4.2 Present recommendations to appropriate personnel. 4.3 Follow-up recommendations; if required.	TLE_AFAFGRM9-12PRW-Id-13

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LESSON 5: USING MATHEMATICAL CONCEPTS AND TECHNIQUES (MCT)				
<ul style="list-style-type: none"> • Four fundamental operations • Steps in solving a problem • Standard formulas • Conversion • Measurement 	The learner demonstrates understanding of various mathematical concepts and techniques in repairing/maintaining fishing gear.	The learner independently uses the mathematical concepts and techniques in repairing/maintaining fishing gear.	LO 1. Identify mathematical tools and techniques to solve problem. 1.1 Identify problem areas based on given condition. 1.2 Select mathematical techniques based on the given problem.	TLE_AFAFGRM9-12MCT-Id-14
<ul style="list-style-type: none"> • Problem-based questions • Use of mathematical tools and standard formulas • Mathematical techniques • Evaluating results of mathematical computations. 			LO 2. Apply mathematical procedure/solution. 2.1 Apply mathematical techniques based on the problem identified. 2.2 Perform mathematical computations to the level of accuracy required for the problem. 2.3 Determine and verify results of mathematical computation based on job requirements.	TLE_AFAFGRM9-12MCT-Id-15
<ul style="list-style-type: none"> • Analytical tools and techniques • Applying appropriate action 			LO 3. Analyze results. 3.1 Review result of application based on expected and required specifications and outcome. 3.2 Apply appropriate action in case of error.	TLE_AFAFGRM9-12MCT-Id-16
LESSON 6. USING RELEVANT TECHNOLOGIES (URT)				
<ul style="list-style-type: none"> • Determining appropriate technology based on job requirements • Machineries/equipment and their application 	The learner demonstrates understanding of various relevant technologies in fishing gear repair and maintenance.	The learner independently uses relevant technologies in fishing gear repair and maintenance.	LO 1. Study/select appropriate technology. 1.1 Determine the usage of different technologies based on job requirements. 1.2 Select appropriate technology as per work specification.	TLE_AFAFGRM9-12URT-Ie-17

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<ul style="list-style-type: none"> • Industrial technology • Information technology • Training technology • Using applicable software/hardware • 5S (Proper House Keeping) • Industry established management concepts 			<p>LO 2. Apply relevant technology.</p> <p>2.1 Effectively use relevant technology in carrying out function.</p> <p>2.2 Use applicable software and hardware as per task requirement.</p> <p>2.3 Observe and practice management concepts as per established industry practices.</p>	<p>TLE_AFAFGRM9-12URT-Ie-18</p>
<ul style="list-style-type: none"> • Applying maintenance technology in accordance with the industry standard • Corrective and preventive maintenance • Upgrading of technology • Communication skills • Organizational set-up/work flow • OH&S 			<p>LO 3. Maintain/enhance relevant technology.</p> <p>3.1 Apply maintenance of technology in accordance with the industry standard operating procedure, manufacturer's operating guidelines and OHS procedure to ensure its operating ability.</p> <p>3.2 Update technology through continuous education or training in accordance with job requirement.</p> <p>3.3 Immediately report technology failure/defect to the concern/repsonible person or section for appropriate actions.</p>	<p>TLE_AFAFGRM9-12URT-Ie-19</p>
COMMON COMPETENCIES				
LESSON 7: APPLYING SAFETY MEASURES IN OPERATIONS (ASM)				
<ul style="list-style-type: none"> • Hazard prone areas in the workplace • OH&S 	<p>The learner demonstrates understanding of various ways of applying safety measures in operations.</p>	<p>The learner independently applies safety measures in operations.</p>	<p>LO 1. Determine areas of concern for safety measures.</p> <p>1.1 Identify work tasks in line with safe work operations.</p> <p>1.2 Determine place for safety measures in line with safe work operations.</p> <p>1.3 Determine time for safety measures in line with safe work operations.</p> <p>1.4 Prepare appropriate tools, materials and outfits in line with job requirements.</p>	<p>TLE_AFAFGRM9-12ASM-Ie-f-20</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Safety measures in using tools and equipment • Personal Protective Equipment • Basic first aid • Emergency procedures in the workplace 			<p>LO 2. Apply appropriate safety measures.</p> <p>2.1 Use tools and materials according to specification and procedures.</p> <p>2.2 Wear outfits according to work requirements.</p> <p>2.3 Strictly observe lifespan of materials.</p> <p>2.4 Follow emergency procedures to ensure safe work efficiency.</p> <p>2.5 Identify and report hazards in the work place in line with industry guidelines.</p>	<p>TLE_AFAFGRM9-12ASM-If-h-21</p>
<ul style="list-style-type: none"> • Procedure in cleaning and storing tools and outfits • Technique in storing materials • Government requirement regarding waste disposal • Waste management system 			<p>LO 3. Safe keep/dispose tools, materials and outfit.</p> <p>3.1 Clean used tools and outfits.</p> <p>3.2 Store tools and outfits in the designated areas.</p> <p>3.3 Properly label unused materials.</p> <p>3.4 Store unused materials according to manufacturer's recommendation and requirements.</p> <p>3.5 Dispose waste materials according to manufacturers, government and industry requirements.</p>	<p>TLE_AFAFGRM9-12ASM-Ih-i-22</p>
LESSON 8: USING TOOLS AND EQUIPMENT (UTE)				
<ul style="list-style-type: none"> • Fishing tools <ul style="list-style-type: none"> - Power tools - Handheld tools • Safety practices during operations of fishing equipment • Net weaving, mending, and patching. 	<p>The learner demonstrates understanding of the different guidelines in using tools and equipment in fishing gear repair and maintenance.</p>	<p>The learner independently uses tools and equipment in fishing gear repair and maintenance.</p>	<p>LO 1. Select and use tools.</p> <p>1.1 Appropriately identify tools according to requirement.</p> <p>1.2 Check tools.</p> <p>1.3 Report defective tools in accordance with the industry procedures.</p> <p>1.4 Safely use appropriate tools and equipment according to job requirement and manufacturer's conditions.</p>	<p>TLE_AFAFGRM9-12UTE-Ii-j-23</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Equipment in Fishing gear repair and maintenance • Manual of fishing equipment and specifications • Parts and functions of fishing equipment • Pre-operation and check-up • Safety practices in using fishing equipment • Calibration and use of fishing equipment 			<p>LO 2. Select and operate equipment.</p> <p>2.1 Identify equipment to be used as per work requirements.</p> <p>2.2 Carefully read instructional manual of the tools and equipment prior to operation.</p> <p>2.3 Conduct pre-operation check-up in line with manufacturer’s manual.</p> <p>2.4 Identify faults in equipment in line with industry procedures.</p> <p>2.5 Report faults in equipment in line with industry procedures.</p>	<p>TLE_AFAFGRM9-12UTE-Ij-IIb-24</p>
<ul style="list-style-type: none"> • Preventive maintenance • Upkeep of equipment • Proper Storge Practices 			<p>LO 3. Perform preventive maintenance.</p> <p>3.1 Immediately clean tools and equipment after used in line with the industry procedures.</p> <p>3.2 Perform routine check-up and maintenance.</p> <p>3.3 Store tools and equipment in designated areas in line with industry procedures.</p> <p>3.4 Maintain safe and orderly warehouse/storage facilities.</p> <p>3.5 Net arrangement and ventilation.</p>	<p>TLE_AFAFGRM9-12UTE-IIb-c-25</p>
LESSON 9: PERFORMING ESTIMATION AND CALCULATION (PEC)				
<ul style="list-style-type: none"> • Problem solving procedures • Basic mathematical operations • Guidelines of Fishing Gear Designing 	<p>The learner demonstrates understanding of various techniques in performing estimation and calculation.</p>	<p>The learner independently performs estimation and calculation.</p>	<p>LO 1. Perform estimation.</p> <p>1.1 Identify job requirements from written or oral communications.</p> <p>1.2 Estimate quantities of materials and resources required to complete the work task.</p> <p>1.3 Estimate the time needed to complete a work activity.</p> <p>1.4 Make accurate estimation or work completion.</p> <p>1.5 Report estimate of materials and resources to appropriate person.</p>	<p>TLE_AFAFGRM9-12PEC-IIc-d26</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Basic mathematical operations • Systems of measurement • Units of measurement • Conversion of units • Fractions and decimals • Percentages and ratios • Basic accounting principles and procedures 			<p>LO 2. Perform basic workplace calculation.</p> <p>2.1 Identify calculations to be made according to job requirements.</p> <p>2.2 Identify correct method of calculation.</p> <p>2.3 Ascertain system 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 Perform computation involving fractions, percentage and mixed numbers</p>	<p>TLE_AFAFGRM9-12PEC-IIId-e-27</p>
CORE COMPETENCIES				
LESSON 10: SUPERVISING UNLOADING AND LOADING OF NET (SUL)				
<ul style="list-style-type: none"> • Net specifications <ul style="list-style-type: none"> - Different net specifications - Types of fishing gear/net • Cutting of net according to gear plan <ul style="list-style-type: none"> - Cutting techniques for net - Gear plan/designed • Loading net parts <ul style="list-style-type: none"> - Loading regulations - Procedure in loading net parts • Operate deck machinery <ul style="list-style-type: none"> - Preparing deck machinery - Loading and Unloading procedures • Connecting net • Supervise team members • OSHS 	<p>The learner demonstrates understanding of various skills needed in supervising the unloading and loading of net.</p>	<p>The learner independently supervises the unloading and loading of net based on the industry standards.</p>	<p>LO 1. Manage unloading and loading of net.</p> <p>1.1 Identify net arrangement according to loading and unloading procedures.</p> <p>1.2 Properly cut net in accordance to gear plan.</p> <p>1.3 Use deck machinery in compliance with workplace procedures and safety regulations.</p> <p>1.4 Load net parts in accordance with relevant loading regulations and workplace procedures.</p> <p>1.5 Connect net in order to resemble from the original netting.</p> <p>1.6 Carry-out unloading activities in a safe and efficient way.</p> <p>1.7 Supervise team members in accordance with supervisor’s instructions in loading and unloading of nets.</p>	<p>TLE_AFAFGRM9-12SUL-IIe-j-IIIa-e-28</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Safety rules and requirements in securing and protecting net • Inspecting net condition • 5S and 3Rs 			LO 2. Secure and protect net in hauling. 2.1 Inspect net condition. 2.2 Secure net in accordance with safety rules and requirements.	TLE_AFAFGRM9-12SUL-IIIe-j-29
<ul style="list-style-type: none"> • Following safety and hazard precautions in unloading and loading operations <ul style="list-style-type: none"> - OSHS - PPE 			LO 3. Exercise safety and hazard control precautions. 3.1 Use protective equipment in accordance with OH&S regulations. 3.2 Follow safety and hazard precautions during unloading and loading operations.	LE_AFAFGRM9-12SUL-IIIj-IVa-e-30
LESSON 11: EVALUATING NET MENDING (ENM)				
<ul style="list-style-type: none"> • Gear plan description • Identifying net damages <ul style="list-style-type: none"> - Types of net damages - Causes of Net damages • Indicating net damages in gear plan • Interpreting gear plan <ul style="list-style-type: none"> - Instructions in gear plan - Abbreviations in gear plan 	The learner demonstrates understanding of various processes involved in evaluating net damages, repair and maintenance.	The learner independently evaluates net damages, repair and maintenance.	LO 1. Translate gear plan. 1.1 Identify damages in fishing gear plan in accordance to supervisor’s instructions. 1.2 Indicate net damages in the gear plan. 1.3 Interpret instructions and abbreviations in gear plan in accordance to specifications.	LE_AFAFGRM9-12ENM-IVe-j-Ia-e-31
<ul style="list-style-type: none"> • Examining net damages <ul style="list-style-type: none"> - Net characteristics - Net conditions • Record condition of net • Completion of required documents for repair and maintenance 			LO 2. Assess damaged nets. 2.1 Examine the properties/characteristics and conditions in accordance to approved specifications. 2.2 Record the materials, characteristics and conditions in accordance to approved specifications. 2.3 Complete required documents for net repair and maintenance.	LE_AFAFGRM9-12ENM-If-j-IIa-e-32

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul style="list-style-type: none"> • Identifying netting materials <ul style="list-style-type: none"> - Different netting materials - Identify replacements of netting materials • Submission of list of materials for procurement 			<p>LO 3. Recommend list of required netting materials.</p> <p>2.4 Identify netting materials for replacement according to specifications.</p> <p>2.5 Submit list of materials for purchase according to specifications.</p>	<p>LE_AFAFGRM9-12ENM-III-f-j-33</p>
LESSON 12: ADMINISTERING AND MONITORING NET MENDING (AMN)				
<ul style="list-style-type: none"> • Setting directions for repairing damaged net <ul style="list-style-type: none"> - Guidelines, rules and protocol in net repair activities - Instructing repair activities - Coordinating repair activities - Communication with net menders on repair activities - Factors affecting efficiency in net repair - Basic understanding of net repair and maintenance including netting terminologies 	<p>The learner demonstrates understanding the various principles in administering and monitoring net mending activities.</p>	<p>The learner independently administers and monitors net mending activities.</p>	<p>LO 1. Set directions in repairing damaged net.</p> <p>1.1 Fix the damaged net according to supervisor’s instructions.</p> <p>1.2 Instruct repair activities in accordance to standard procedures.</p> <p>1.3 Coordinate repair activities in accordance to standard procedures.</p> <p>1.4 Communicate with net menders relating to fishing gear repair activities.</p>	<p>LE_AFAFGRM9-12AMN-IIIa-j-34</p>
<ul style="list-style-type: none"> • Guidelines in monitoring net mending activities and other fishing gear repair. • Compliance with coverage and rate of inspections on net mending activities. • Supervise net mending activities • Implementing gear plan in net mending. • Reporting the net characteristics and condition to 			<p>LO 2. Perform mending activities.</p> <p>2.1 Comply with the coverage and rate of inspections on net mending activities based on the standard procedures.</p> <p>2.2 Supervise net mending activities according to workplace procedures.</p> <p>2.3 Execute plans/actions in net mending activities in accordance to the gear plan, supervisor’s instructions and OH&S requirements.</p> <p>2.4 Communicate with supervisor relating to net characteristics and condition.</p>	<p>LE_AFAFGRM9-12AMN-IVa-j-35</p>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
supervisor • Recording the net mending activities - Net damage - Net specification - Action taken - Recommendations			2.5 Record net mending activities.	

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RESOURCES			METHODOLOGY	ASSESSMENT METHODS
SUPPLIES AND MATERIALS	EQUIPMENT/ MACHINERY	LEARNING MATERIALS		
<ul style="list-style-type: none"> • Types of Fishing Gears <ul style="list-style-type: none"> - Textile <ul style="list-style-type: none"> ▪ Purse seine ▪ Ring net ▪ Trawl ▪ Bag net ▪ Round haul seine ▪ Beach seine ▪ Gill nets - None textile <ul style="list-style-type: none"> ▪ Drift Longline ▪ Bottom set Longline ▪ Multifuple Handline ▪ Hook and Handline ▪ Hand instrument ▪ Fish Traps & Pots • PPE <ul style="list-style-type: none"> - Hard Hat - Rain coat - Safety Footwear - Life jacket • Worn out net • Twines <ul style="list-style-type: none"> - Polyethylene - Polypropylene - Polyamide (nylon) - Polyester - Saran • Alloy Chain • GI Ring • Plastic floats • Net cutter/scissors • Netting needles • Calculators • Paper, pencil and pen • Conversion Table • Measuring tools 	<ul style="list-style-type: none"> • Deck machinery <ul style="list-style-type: none"> - Power Block - Utility Crane • Fishing vessel • Net Hauler • Computer • LCD • Weighing scale • Generator 	<ul style="list-style-type: none"> • Equipment Manufacturer’s Manual • Code of Practices Manual • Supervisor/Manager’s Manual • Standard Operation Procedures Manual • Company Policies and Procedures Manual • Gear plan 	<ul style="list-style-type: none"> • Lecture/Discussion • Demonstration • Simulation/Role play • Practical exercises 	<ul style="list-style-type: none"> • Actual Demonstration • Observation • Questioning

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GLOSSARY

1. Commercial fishing - the taking of fishery species by passive or active gear for trade, business or profit beyond subsistence or sports fishing, to be further classified as:
2. Small scale commercial fishing - fishing with passive or active gear utilizing fishing vessels of 3.1 gross tons (GT) up to twenty (20) GT;
3. Medium scale commercial fishing - fishing utilizing active gears and vessels of 20.1 GT up to one hundred fifty (150) GT;
4. Large scale commercial fishing - fishing utilizing active gears and vessels of more than one hundred fifty (150) GT.
5. Deck - a platform in a ship that is structural element and forming the floor for its compartment.
6. Fishing gear - any instrument or device and its accessories utilized in taking fish and other fishery species.
7. Fish gear plan - a design that includes the structure and details of the materials of the fishing gear.
8. Fisherfolk - people who directly and physically engaged in taking and/or culturing and processing fishery and/or aquatic resources.
9. Fishing vessel - any boat, ship or other watercraft equipped to be used for taking fishery species or aiding or assisting one or more vessels in the performance of any activity relating to fishing, including, but not limited to, preservation, supply, storage, refrigeration, transportation and processing.
10. Knot - compact intersection of interlaced materials, as cord, ribbon or rope. A fastening made by tying together lengths of materials as rope in prescribed way.
11. Municipal Fishing - fishing method utilizing fishing boats of 3.0 GT and below.
12. Netting - fishing gear component made of open meshed fabric.
13. Net mending - net that must be repaired.
14. Power block - a large hydraulic pulley used to bring the purse seine net aboard.
15. Purse seine net - fishing net used to encircle surface-dwelling fish, landed usually aboard a boat rather than beached.
16. Ring net - a modified "lampara" net with purse rings operated by two vessels.

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CODE BOOK LEGEND

Sample: **TLE_AFAFGRM9-12LWC-Ia-1**

LEGEND		SAMPLE	
First Entry	Learning Area and Strand/ Subject or Specialization	Technology and Livelihood Education_ Agri-Fishery Arts	TLE_AFAFGRM
		Fishing Gear Repair and Maintenance NC III	
	Grade Level	9/10/11/12	9-12
Uppercase Letter/s	Domain/ Content/ Component/ Topic	Leading Work Place Communication Communication	LWC
Roman Numeral <i>*Zero if no specific Quarter</i>	Quarter	First Quarter	I
Lower case letter/s <i>*Put an en-dash (-) in between letters to indicate more than a specific week</i>	Week	Week one	a
			-
Arabic Number	Competency	Communicate information about workplace processes	1

DOMAIN / COMPONENT	CODE
Leading Workplace Communication	LWC
Leading Small Team	LST
Developing and Practicing Negotiation Skills	DPN
Solving Problems Related to Work Activities	PRW
Using Mathematical Concepts and Techniques	MCT
Using Relevant Technologies	URT
Applying Safety Measures in Operations	ASM
Using Tools and Equipment	UTE
Performing Estimation and Calculation	PEC
Supervising Unloading and Loading of Net	SUL
Evaluating Net Mending	ENM
Administering and Monitoring Net Mending	AMN

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) <small>4 sems</small>		
	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) <small>4 sems</small>	Organic Agriculture (NC II) <small>4 sems</small>	
	Pest Management (NC II) <small>4 sems</small>	Rice Machinery Operation (NC II) <small>4 sems</small>	
	Animal Production (Swine) (NC II) ⁺ <small>updated based on TESDA Training Regulations published on December 28, 2013</small>	*Artificial Insemination: Swine (NC II) <small>2 sems</small>	*Slaughtering Operations (Hog/Swine/Pig) (NC II) <small>2 sems</small>
	Animal Production (Large Ruminants) (NC II) ⁺ <small>updated based on TESDA Training Regulations published on December 28, 2013</small>	*Artificial Insemination: Large Ruminants (NC II) <small>2 sems</small>	Fish Wharf Operation <small>2 sems</small>
	Animal Production (Poultry-Chicken) (NC II) ⁺ <small>updated based on TESDA Training Regulations published on December 28, 2013</small>	*Animal Health Care Management NC III	4 sems
	Rubber Production (NC II) <small>4 sems</small>	Rubber Processing (NC II) <small>4 sems</small>	
		*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) <small>4 sems</small>	Fishing Gear Repair and Maintenance (NC III) <small>4 sems</small>	

* 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 Fishing Gear Repair and Maintenance NC III*. Taguig City, Philippines: TESDA, 2007.