

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

These are the list of specializations and their pre-requisites.

	<b>Specialization</b>	<b>Number of Hours</b>	<b>Pre-requisite</b>
1.	Animal Production (NC II)	480 hours	
2.	Aquaculture (NC II)	640 hours	
3.	Artificial Insemination (Ruminants) (NC II)	160 hours	Animal Production
4.	Artificial Insemination (Swine) (NC II)	160 hours	Animal Production
5.	Crop Production (NC I)	320 hours	
6.	Fish Wharf Operation (NC I)	160 hours	Fish or Shrimp Grow Out Operation
7.	Food (Fish) Processing (NC II)	640 hours	
8.	Horticulture (NC II)	640 hours	
9.	Landscape Installation and Maintenance (NC II)	320 hours	Crop Production
10.	Organic Agriculture (NC II)	320 hours	Crop Production
11.	Pest Management (NC II)	320 hours	Crop Production
12.	Rice Machinery Operation (NC II)	320 hours	Crop Production
13.	Slaughtering Operation (NC II)	160 hours	Animal Production
1.	Beauty/Nail Care (NC II)	160 hours	40 hours of the subject during exploratory Grade 7/8
2.	Attractions and Theme Parks (NC II)	160 hours	
3.	Bread and Pastry Production (NC II)	160 hours	
4.	Caregiving (NC II)	640 hours	40 hours of the subject during exploratory Grade 7/8
5.	Cookery (NC II)	320 hours	40 hours of the subject during exploratory Grade 7/8
6.	Dressmaking (NC II)	320 hours	
7.	Food and Beverage Services (NC II)	160 hours	
8.	Front Office Services (NC II)	160 hours	40 hours of the subject during exploratory Grade 7/8
9.	Hairdressing (NC II)	320 hours	
10.	Handicraft (Basketry, Macrame) (Non-NC)	160 hours	
11.	Handicraft (Fashion Accessories, Paper Craft) (Non-NC)	160 hours	
12.	Handicraft (Needlecraft) (Non-NC)	160 hours	
13.	Handicraft (Woodcraft, Leathercraft) (Non-NC)	160 hours	
14.	Housekeeping (NC II)	160 hours	
15.	Local Guiding Services (NC II)	160 hours	
16.	Tailoring (NC II)	320 hours	40 hours of the subject during exploratory Grade 7/8
17.	Tourism Promotion Services (NC II)	160 hours	
18.	Travel Services (NC II)	160 hours	
19.	Wellness Massage (NC II)	160 hours	

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

	<b>Specialization</b>	<b>Number of Hours</b>	<b>Pre-requisite</b>
1.	Computer Hardware Servicing (NC II)	320 hours	
2.	Animation (NC II)	320 hours	
3.	Computer Programming (NC IV)	320 hours	
4.	Contact Center Services (NC II)	320 hours	
5.	Illustration (NC II)	320 hours	
6.	Medical Transcription (NC II)	320 hours	
7.	Technical Drafting (NC II)	320 hours	
1.	Automotive Servicing (NC I)	640 hours	
2.	Carpentry (NC II)	640 hours	
3.	Consumer Electronics Servicing (NC II)	640 hours	
4.	Domestic Refrigeration and Airconditioning Servicing (NC II)	640 hours	
5.	Electrical Installation and Maintenance (NC II)	640 hours	
6.	Masonry (NC II)	320 hours	
7.	Plumbing (NC I)	320 hours	
8.	Plumbing (NC II)	320 hours	Plumbing (NC I)
9.	Shielded Metal Arc Welding (NC I)	320 hours	
10.	Shielded Metal Arc Welding (NC II)	320 hours	Shielded Metal Arc Welding (NC I)
11.	Tile Setting (NC II)	320 hours	

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

(320 hours)

**Prerequisite:** Crop Production

**Course Description:**

This is a course in **Organic Agriculture** leading to **NC II** Qualification consisting of the core competencies in organic agriculture that the high school student must achieve.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>Introduction</b> 1. Concepts and competencies in performing organic agriculture operations 2. Career Opportunities in Organic Agriculture	The learner demonstrates an understanding of the core concepts and competencies in organic agriculture operations.	The learner independently demonstrates core competencies in organic agriculture operations as prescribed by TESDA Training Regulations.	1. Explain concepts and perform core competencies in organic agriculture operations 2. Explore job opportunities in organic agriculture	
<b>PERSONAL ENTREPRENEURIAL COMPETENCIES (PECS)</b>				
1. Assessment of Personal Competencies and Skills (PECS) vis-à-vis PeCS of a practicing entrepreneur/employee in the province. 1.1. characteristics 1.2. attributes 1.3. lifestyle 1.4. skills 1.5. traits 2. Analysis of PeCS compared to PeCS of practicing entrepreneur/employee 3. Align, strengthen and develop one's PECS based on the results	The learner demonstrates an understanding of one's Personal Competencies and Skills (PECS) in organic agriculture.	The learner recognizes his/her Personal Entrepreneurial Competencies and Skills (PECS) and prepares an activity plan that aligns with the PeCS of a practitioner/entrepreneur in organic agriculture.	<b>LO 1. Recognize Personal Entrepreneurial Competencies and Skills (PECS) needed in Organic Agriculture</b> 1.1. Assess one's PECS 1.2. Assess PeCS of practicing entrepreneur/employee 1.3. Compare one's PECS with those of a practitioner /entrepreneur 1.4. Align one's PECS with those of a practitioner/entrepreneur	<b>TLE_PECS9-12-00-1</b>
<b>ENVIRONMENT AND MARKET (EM)</b>				
Market (Province) 1. Key concepts of a Market 2. Players in the Market (Competitors) 3. Products & services available in the market	The learner demonstrates an understanding of the concepts <i>environment</i> and <i>market</i> and how they relate to organic agriculture in the province.	The learner independently creates a business vicinity map reflective of the potential organic agriculture market within the province.	<b>LO 1. Recognize and understand the market in organic agriculture</b> 1.1. Identify the players/ competitors within the province 1.2. Identify the different products/services available in the	<b>TLE_EM9-12-00-1</b>

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

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			market	
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 Discussions (FGD) 2.4. Survey			<b>LO 2. Recognize the potential customer/market organic agriculture</b> 2.1. Identify the profile of potential customers 2.2. Identify the customer's needs and wants through consumer analysis 2.3. Conduct consumer/market analysis	<b>TLE_EM9-12-00-2</b>
3. Generating Business Ideas 3.1. Key concepts in generating business ideas 3.2. Knowledge, skills, passions, and interests 3.3. New application 3.4. Irritants 3.5. Striking ideas (new concept) 3.6. Serendipity Walk			<b>LO 3. Create new business ideas in organic agriculture business by using various techniques</b> 3.1. Explore ways of generating business idea 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 the Serendipity Walk	<b>TLE_EM9-12-00-3</b>
<b>QUARTER 1 and 2</b>				
<b>LESSON 1 : Raising Organic Chicken (OC)</b> <i>(Note: Research components should be included in all activities)</i>				
1. Select healthy stock and suitable housing	The learner demonstrates an understanding of the basic concepts, concept underlying principles and theories in raising organic chicken.	The learner independently raises organic chicken based on TESDA Training Regulations.	<b>LO 1. Selection of healthy stocks and suitable housing</b> 1.1. Identify breed/strain as per PNS-Organic Agriculture-Livestock and GAHP Guidelines 1.2. Select healthy chicks based on industry indicator for healthy chicks 1.3. Determine suitable site for chicken	<b>TLE_AFOA9-12OC-Ia-j-IIa-j-1</b>

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

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

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

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			for fertilizer 1.17. Select suitable chicken for harvest based on market specifications 1.18. Accomplish production record according to farm procedure	
<b>QUARTER 3 and 4</b>				
<b>LESSON 2: Produce Organic Vegetables (OV)</b> <i>(Note: Research components should be included in all activities)</i>				
1. Establish Nursery	The learner demonstrates an understanding of the basic concepts, underlying theories and principles in producing organic vegetables.	The learner independently demonstrates the core competencies in producing organic vegetables based on TESDA Training Regulations.	<b>LO 1. Establish nursery</b> 1.1 Select seeds based on PNS and NSQCS/BPI guidelines 1.2 Prepare seedbeds based on planting requirements and the Vegetable Production Manual (VPM) 1.3 Care and maintain seedlings according to farm procedure	<b>TLE_AFOA9-12OV-IIIa-j-IVa-j-1</b>
2. Plant seedlings			1.4 Perform land preparations according to prescribed practice (cleaning, plowing, and farrowing) 1.5 Identify beneficial micro-organism and introduced it prior to planting vegetable crops 1.6 Transplant vegetable seedlings based on VPM recommendations 1.7 Water seedlings based on VPM recommendations	
3. Perform plant care and management			1.8 Implement water management system according to plan 1.9 Determine effective control measures on specific pests and diseases found under the "pest, disease and weed management" section of the PNS	

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

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			1.10 Replant all missing hills to maintain the desired plant population of the area 1.11 Maintain plant rejuvenation/rationing according to PNS 1.12 Apply organic fertilizer following the fertilization policy of the PNS	
4. Perform harvest and post harvest activities			1.13 Check products using maturity indices of vegetable crops according to PNS, PNS-Organic Agriculture practice 1.14 Harvest marketable products according to PNS, PNS-Organic Agriculture practice 1.15 Classify marketable products according to PNS, PNS-Organic Agriculture practice 1.16 Use appropriate harvesting tools and material according to PNS 1.17 Apply post harvest practices according to PNS and GAP recommendations 1.18 Accomplish production record according to farm procedure	
<b>QUARTER 1 and 2</b>				
<b>LESSON 1 : Produce Organic Fertilizer (OF)</b> <i>(Note: Research components should be included in all activities)</i>				
1. Prepare composting area and raw materials	The learner demonstrates an understanding of the basic concepts, underlying theories and principles in producing organic fertilizer.	The learner independently produces organic fertilizer based on TESDA Training Regulations.	<b>LO 1. Prepare composting area and raw materials</b> 1.1 Select site based on compost fertilizer production requirement 1.2 Prepare site layout based on location 1.3 Prepare bed according to	<b>TLE_AFOA9-12OF-Ia-j-IIa-j-1</b>

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

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			1.4 production requirements Gather materials for organic fertilizer based on production requirements and PNS	
2. Compost and harvest fertilizer			1.5. Apply appropriate composting method based on production requirements 1.6. Monitor compost based on PNS indications of fully decomposed fertilizer 1.7. Check quality of harvest based on PNS indications of fully decomposed fertilizer 1.8. Carry out processing of compost fertilizer based on production requirements 1.9. Perform record keeping based on farm procedure	
<b>QUARTER 3 and 4 (80 hrs)</b>				
<b>LESSON 2: Produce Organic Concoction (CO)</b> <i>(Note: Research components should be included in all activities)</i>				
1. Prepare for the production of various concoction and extracts	The learner demonstrates an understanding of the basic concepts, underlying theories and principles in the production of various concoction and extracts.	The learner independently produces various concoction and extracts based on TESDA Training Regulations.	1.10. Clean, sanitize and secure work and storage areas 1.11. Clean and free from synthetic chemicals raw materials 1.12. Clean, free from contaminations and must be "food grade" quality tools, materials and equipment 1.13. Observe personal hygiene according to OHS procedure	<b>TLE_AFOA9-12CO-IIIa-j-IVa-j-1</b>
2. Process concoctions			1.14. Prepare raw materials according to industry practice 1.15. Set fermentation procedure based on industry practice	



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

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			1.16. Ferment various organic concoctions following to organic practices 1.17. Harvest concoctions based on the fermentation period of the concoction	
3. Package concoctions			1.18. Contain concoctions in sanitized bottles and containers 1.19. Label and tag packaged concoctions according to industry practice 1.20. Store package concoctions following the organic practices 1.21. Record production of concoctions based on industry practice	

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

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

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

DOMAIN/ COMPONENT	CODE
Personal Entrepreneurial Skills	PECS
Environment and Marketing	EM
Raising Organic Chicken	OC
Produce Organic Vegetables	OV
Produce Organic Fertilizer	OF
Produce Organic Concoction	CO

Technology-Livelihood Education and Technical-Vocational Track specializations may be taken between Grades 9 to 12.

Schools may offer specializations from the four strands as long as the minimum number of hours for each specialization is met.

Please refer to the sample Curriculum Map on the next page for the number of semesters per Agri-Fishery Arts specialization and those that have pre-requisites. Curriculum Maps may be modified according to specializations offered by a school.

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

No.	Grade 7/8 (Exploratory)	Grade 9	Grade 10	Grade 11	Grade 12
1	<b>EXPLORATORY</b>	<b>Crop Production (NC I)</b>	<b>4 semesters</b>	<b>*Landscape Installation and Maintenance (NC II)</b>	
2				<b>4 semesters</b>	
3				<b>*Pest Management (NC II)</b>	
4				<b>4 semesters</b>	
5				<b>*Rice Machinery Operation (NC II)</b>	
6		<b>4 semesters</b>			
7		<b>Animal Production (NC II)</b>		<b>*Artificial Insemination: Swine (NC II)</b>	
8				<b>2 sems</b>	
9				<b>*Artificial Insemination: Ruminants (NC II)</b>	
10		<b>2 sems</b>		<b>*Slaughtering Operation (NC II)</b>	
11		<b>2 sems</b>		<b>8 semesters</b>	
12		<b>Horticulture (NC II)</b>		<b>8 semesters</b>	
13		<b>Food (Fish) Processing (NC II)</b>		<b>8 semesters</b>	
	<b>Aquaculture (NC II)</b>		<b>8 semesters</b>		
	<b>*Fish Wharf Operation (NC I)</b>		<b>2 sems</b>		

\*Please note that these subjects have prerequisites mentioned in the CG.