## K to 12 BASIC EDUCATION CURRICULUM JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK AGRI-FISHERY ARTS – PEST MANAGEMENT

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

		Specialization	Number of Hours	Pre-requisite
1.		Animal Production (NC II)	480 hours	
2.		Aquaculture (NC II)	640 hours	
3.	Ś	Artificial Insemination (Ruminants) (NC II)	160 hours	Animal Production
4.	AGRI-FISHERY ARTS	Artificial Insemination (Swine) (NC II)	160 hours	Animal Production
5.	A Y	Crop Production (NC I)	320 hours	
6.	Ж	Fish Wharf Operation (NC I)	160 hours	Fish or Shrimp Grow Out Operation
7.	H	Food (Fish) Processing (NC II)	640 hours	
8.	SIL	Horticulture (NC II)	640 hours	
9.	Ξ,	Landscape Installation and Maintenance (NC II)	320 hours	Crop Production
10.	ß	Organic Agriculture (NC II)	320 hours	Crop Production
11.	Ā	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.	Ś	Dressmaking (NC II)	320 hours	
7.	Ŭ	Food and Beverage Services (NC II)	160 hours	
8.	HOME ECONOMICS	Front Office Services (NC II)	160 hours	40 hours of the subject during exploratory Grade 7/8
9.	ž	Hairdressing (NC II)	320 hours	
10.	8	Handicraft (Basketry, Macrame) (Non-NC)	160 hours	
11.	ш	Handicraft (Fashion Accessories, Paper Craft) (Non-NC)	160 hours	
12.	Σ	Handicraft (Needlecraft) (Non-NC)	160 hours	
13.	우	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 – PEST MANAGEMENT

		Specialization	Number of Hours	Pre-requisite
1.		Computer Hardware Servicing (NC II)	320 hours	
2.		Animation (NC II)	320 hours	
3.		Computer Programming (NC IV)	320 hours	
4.	ICT	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.	(0	Carpentry (NC II)	640 hours	
3.	ARTS	Consumer Electronics Servicing (NC II)	640 hours	
4.	AF	Domestic Refrigeration and Airconditioning Servicing (NC II)	640 hours	
5.	AL	Electrical Installation and Maintenance (NC II)	640 hours	
6.	RI	Masonry (NC II)	320 hours	
7.	ST	Plumbing (NC I)	320 hours	
8.	R	Plumbing (NC II)	320 hours	Plumbing (NC I)
9.	INDUSTRIAI	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	

#### JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK AGRI-FISHERY ARTS – PEST MANAGEMENT

(320 hours)

**Prerequisite:** Crop Production

## **Course Description:**

This course covers the skills, knowledge and attitude required of the high school student in **Pest Management**. It includes the competencies of (1) conducting field assessments, (2) applying bio-control measures, (3) applying cultural management strategies, (4) applying physical control, (5) applying chemical control measures, (6) monitoring results of pest management activities, and (7) providing feedback.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<ul> <li>Introduction <ol> <li>Basic concepts in pest management</li> <li>Relevance of the course</li> <li>Career opportunities</li> </ol> </li> </ul>	The learner demonstrates an understanding of the basic concepts and underlying theories in pest management of vegetables	The learner independently demonstrates core competencies in pest management of vegetables as prescribed by TESDA Training Regulations.	<ol> <li>Explain basic concepts in pest management</li> <li>Explore career job opportunities in pest management</li> </ol>	
PERSONAL ENTREPRENEURIAL	COMPETENCIES			
<ol> <li>Assessment of learner's Personal Entrepreneurial Competencies and Skills (PECS) vis-à-vis a PeCS of a practicing entrepreneur/employee</li> <li>1.1. Characteristics</li> <li>1.2. Attributes</li> <li>1.3. Lifestyle</li> <li>1.4. Skills</li> <li>1.5. Traits</li> <li>Analysis of one's PECS based on the results of the assessment</li> </ol>	The learner demonstrates an understanding of one's Personal Entrepreneurial Competencies and Skills (PECs) in Pest Management practices.	The learner independently creates a plan of action that strengthens/further develops his/her PECs in Pest Management practices.	LO 1. Develop and strengthen personal competencies and skills (PECs) needed in Pest Management 1.1. Identify areas for improvement, development and growth 1.2. Align one's PECs according to his/her business/career choice 1.3. Create a plan of action that ensures success of his/her business/career choice	TLE_PECS9-12-00-1
ENVIRONMENT AND MARKET				
<ol> <li>Product Development</li> <li>Key concepts in developing a product</li> <li>Finding value</li> </ol>	The learner demonstrates an understanding of the concepts <i>environment</i> and <i>market</i> in the field of pest	The learner independently creates a business vicinity map reflective of the potential pest management market	LO 1. Develop a product/service in Pest Management 1.1. Identify what is of "Value" to the customer	TLE_EM9-12-00-1

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CONTENT         CONTENT STANDARD         PERFORMANCE STANDARD         LEARNING COMPETENCIES         CODE           4. Innovation         management, particularly in one's province.         within the province.         1.2. Identify the customer         1.3. Explain what makes a product unique and competitive         1.3. Explain what makes a product unique and competitive         1.4. Inputy creative and innovative techniques to develop marketable product         1.5. Employ a Unique Selling Proposition (USP) to the product/service         1.5. Employ a Unique Selling Proposition (USP) to the product/service         TLE_EM9-12-00-2           5. Selecting a Business Idea business Idea         Imagement, particularly business Idea         Imagement, particularly in selecting a Unique Selling Proposition (USP) to the product/service         TLE_EM9-12-00-2           6. Key concepts in selecting a business Idea         Imagement, particularly business Idea         Imagement, particularly in selecting a Unique Selling Proposition (USP) to the product 3.1. Identify the beneficial organization and per the rame         TLE_EM9-12-00-3         TLE_EM9-12-00-3           9. Branding         Imagement particularly in the torn/province 3.1. Identify the beneficial organization and per the area         The learner component should be included in all activities /         TLE_EM9-12-00-3           1. Assess the area an understanding of the matural enemies, and other beneficial organisms         The learner independentify conducts a field assessment an understanding of the management and field assessment.         The learner independentify conducts a field						
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GRADE 11 QUARTER 1 and 2 LESSON 1: CONDUCT FIELD ASSESSMENT (Note: Research component should be included in all activities )Conducts a field assessment based on a field guide/manual.Lo 1. Assess the areaTLE_AFMP9-12AA- I.1. Visit field for assessment according to farm work proceduresTLE_AFMP9-12AA- I.2. Observe plant appearance and growth for possible presence of pests and their natural enemy populations and pest infestationsTLE_AFMP9-12AA- I.2. Observe plant appearance and growth for possible presence of pests and their natural enemies, other beneficial organisms and nutritional disorders according to farm workLo 1. Assess the area4. Maintain records andImportance of pest matural enemy populations and pest infestationsThe learner independently conducts a field assessment based on a field guide/manual.I.2. Observe plant appearance and growth for possible presence of pests and their natural enemies, other beneficial organisms and nutritional disorders according to farm workI.2. Observe plant appearance and growth for possible presence of pests and their natural enemies, other beneficial organisms and nutritional disorders according to farm workImportance of pest manual						
GRADE 11 QUARTER 1 and 2 LESSON 1: CONDUCT FIELD ASSESSMENT (Note: Research component should be included in all activities )       3.4. Generate a clear appealing product brand         1. Assess the area       The learner demonstrates an understanding of the importance of pest management and field assessment.       The learner independently conducts a field assessment based on a field guide/manual.       LO 1. Assess the area       TLE_AFMP9-12AA- I.1. Visit field for assessment according to farm work procedures       TLE_AFMP9-12AA- Ia-e-1         3. Collect data related to natural enemy populations and pest infestations       assessment.       TLE_AFMP9-12AA- based on a field guide/manual.       1.2. Observe plant appearance and growth for possible presence of pests and their natural enemies, other beneficial organisms and nutritional disorders according to farm work       TLE_AFMP9-12AA- Ia-e-1						
GRADE 11 QUARTER 1 and 2LESSON 1: CONDUCT FIELD ASSESSMENT (Note: Research component should be included in all activities )1. Assess the area2. Identify pests and their natural enemies, and other beneficial organismsThe learner demonstrates an understanding of the importance of pest management and field assessment.The learner independently conducts a field assessment based on a field guide/manual.LO 1. Assess the area 1.1. Visit field for assessment according to farm work proceduresTLE_AFMP9-12AA- Ia-e-13. Collect data related to natural enemy populations and pest infestationsassessment.FullSeed on a field guide/manual.1.1. Visit field for assessment according to farm work proceduresIa-e-14. Maintain records andKaintain records andKaintain records andKaintain records andKaintain records andKaintain records and						
GRADE 11 QUARTER 1 and 2 LESSON 1: CONDUCT FIELD ASSESSMENT (Note: Research component should be included in all activities )         1. Assess the area       The learner demonstrates an understanding of the importance of pest beneficial organisms       The learner demonstrates an understanding of the importance of pest management and field assessment.       The learner independently conducts a field assessment based on a field guide/manual.       LO 1. Assess the area       TLE_AFMP9-12AA- I.1. Visit field for assessment according to farm work procedures       Ia-e-1         3. Collect data related to natural enemy populations and pest infestations       assessment.       Seessment.       I.2. Observe plant appearance and growth for possible presence of pests and their natural enemies, other beneficial organisms and nutritional disorders according to farm work       I.2.						
QUARTER 1 and 2 LESSON 1: CONDUCT FIELD ASSESSMENT (Note: Research component should be included in all activities )1. Assess the areaThe learner demonstrates an understanding of the importance of pest management and field assessment.The learner independently conducts a field assessment based on a field guide/manual.LO 1. Assess the areaTLE_AFMP9-12AA- Ia-e-13. Collect data related to natural enemy populations and pest infestationsThe learner independently conducts a field assessment based on a field guide/manual.1.1. Visit field for assessment according to farm work proceduresTLE_AFMP9-12AA- Ia-e-14. Maintain records andMaintain records andInterval enemy populations and pest infestationsInterval enemies, according to farm workInterval enemies, and nutritional disorders according to farm workInterval enemies, other beneficial organisms and nutritional disorders according to farm workInterval enemies, other beneficial organisms and nutritional disorders according to farm work	GRADE 11	1	1			
LESSON 1: CONDUCT FIELD ASSESSMENT (Note: Research component should be included in all activities )1. Assess the areaThe learner demonstrates an understanding of the importance of pest management and field and pest infestationsThe learner independently conducts a field assessment based on a field guide/manual.LO 1. Assess the areaTLE_AFMP9-12AA- I.1. Visit field for assessment according to farm work proceduresTLE_AFMP9-12AA- I.1. Visit field for assessment according to farm work proceduresTLE_AFMP9-12AA- I.1. Visit field for assessment according to farm work proceduresTLE_AFMP9-12AA- 						
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<ul> <li>2. Identify pests and their natural enemies, and other beneficial organisms</li> <li>3. Collect data related to natural enemy populations and pest infestations</li> <li>4. Maintain records and</li> </ul>					TLE_AFMP9-12AA-	
<ul> <li>beneficial organisms</li> <li>Collect data related to natural enemy populations and pest infestations</li> <li>Maintain records and</li> <li>management and field assessment.</li> <li>1.2. Observe plant appearance and growth for possible presence of pests and their natural enemies, other beneficial organisms and nutritional disorders according to farm work</li> </ul>	2. Identify pests and their	an understanding of the	conducts a field assessment	1.1. Visit field for assessment according	Ia-e-1	
<ul> <li>beneficial organisms</li> <li>Collect data related to natural enemy populations and pest infestations</li> <li>Maintain records and</li> <li>management and field assessment.</li> <li>1.2. Observe plant appearance and growth for possible presence of pests and their natural enemies, other beneficial organisms and nutritional disorders according to farm work</li> </ul>			based on a field guide/manual.			
3. Collect data related to natural enemy populations and pest infestationsassessment.growth for possible presence of pests and their natural enemies, other beneficial organisms and nutritional disorders according to farm work4. Maintain records and4. Maintain records and4. Maintain records and				1.2. Observe plant appearance and		
natural enemy populations and pest infestationsand their natural enemies, other beneficial organisms and nutritional disorders according to farm work						
and pest infestationsbeneficial organisms and nutritional4. Maintain records anddisorders according to farm work	natural enemy populations					
4. Maintain records and disorders according to farm work						
	•					
	provide feedbacks					

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			<ol> <li>Identify OHS, assess risks and implement suitable preventive measures according to farm work procedures</li> <li>Take note of environment and other relevant information with regard to assessment activities following standard procedure</li> </ol>	
			<ul> <li>LO 2. Identify pests and their natural enemies and other beneficial organisms</li> <li>2.1. Identify pests and their natural enemies, and other beneficial organisms according to farm work procedures</li> <li>2.2. Consult the teacher or the pest specialist to validate the identity of pests and their natural enemies, and other beneficial organisms in line with farm work procedures</li> </ul>	TLE_AFMP9-12PN- If-j-2

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

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETER	NCIES CODE
control activities			<ul> <li>.2. Consult the teacher specialist to validate ide target pests and t enemies, and othe organisms</li> <li>.3. Assess requirement for control measure in linstrategy</li> <li>LO 2. Select Bio-control Ac Prepare for the Application</li> <li>2.1. Select bio-control measure in enemies, and other benefits, and other benefits, and other benefits and appropriateness in or reduce pest density and severity/infestation. Det environment and other minformation in accordance work procedures</li> <li>2.2. Prepare the necessary s materials, tools, machine equipment and facilities farm work procedures</li> <li>2.3. Select suitable PPE accomparise and severity infestation.</li> </ul>	entification of         heir       natural         r       beneficial         available bio-         ne       with IPM         ctivities and       TLE_AFMP9-12BC-         ures, natural       eficial         s availability       order to         level of       level of         ermine the       relevant         ce with farm       upplies and         ery,       according to
			<ul> <li>requirements</li> <li>LO 3. Implement Control Action</li> <li>3.1. Implement appropriate I measures in line with fair procedures</li> <li>3.2. Use tools, machinery an facilities and PPE in according OHS requirements</li> </ul>	bio-control <b>IIIg-h-3</b> rm work d equipment,

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			<ul> <li>LO 4. Check performance of control activities</li> <li>4.1. Record and monitor implemented management options in line with farm work procedures</li> <li>4.2. Undertake supplemental and remedial actions according to work instructions</li> <li>4.3. Maintain records according to standard procedures</li> </ul>	TLE_AFMP9-12PC- III-i-j-4
QUARTER 4 LESSON 3: APPLY CULTURAL M	ANAGEMENT STRATEGIES (	Note: Research component should	l be included in all activities )	
<ol> <li>Identify target pests and their natural enemies, and other beneficial organisms</li> <li>Methods of cultural management</li> <li>Select cultural management strategies and prepare for implementation</li> <li>Implement control activities</li> <li>Check performance of control activities</li> </ol>	The learner demonstrates an understanding of the application of cultural management strategies.	The learner independently applies cultural management activities following approved practices.	LO 1. Identify pests and their natural	TLE_AFMP9-12PB- IVa-c-1

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

AGRI-FISHERT ARTS - PEST MANAGEMENT						
	CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE	
QUARTE	R 1					
LESSON	<b>1: APPLY PHYSICAL CO</b>		esearch component should be inclu			
	entify target pests and	The learner demonstrates	The learner independently	LO 1. Identify pests and their natural	TLE_AFMP9-12PC-	
	eir natural enemies, and	an understanding of	applies physical control	enemies and other beneficial	Ia-c-1	
	ner beneficial organisms	applying physical control	measures in accordance to	organisms		
	nciples and practices of	measures.	farm work procedures.	1.1. Identify pests and their natural		
	ysical control			enemies, and other beneficial		
	lect cultural management			organisms according to general		
	ategies and prepare for			classification/life cycle and behavior/		
	plementation			signs and symptoms and stage of		
	plement control activities			plant growth		
	eck performance of			1.2. Consult the teacher or the pest		
COL	ntrol activities			specialist to validate identification of		
				target pests and their natural		
				enemies and other beneficial		
				organisms according to farm		
		1		procedures 1.3. Assess requirement for physical		
				control measures in line with IPM		
				strategies		
				LO 2. Control measure and prepare for	TLE_AFMP9-12PC-	
				implementation	Id-f-2	
				2.1. Select physical control measures to	14 1 2	
				target pests and their natural		
				enemies. Select other beneficial		
				organisms, its availability and		
				appropriateness to prevailing pest		
				density, level of severity/infestation,		
				the environment and other relevant		
				information in accordance with farm		
				work procedures		
				2.2. Prepare necessary supplies,		
				materials, tools, machinery and		
				equipment according to farm work		
				procedures		
1				2.3. Select suitable PPE according to OHS		
				requirements		

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD		
			<ul> <li>LO 3. Implement control activities</li> <li>3.1. Implement appropriate control measures in line with farm work procedures</li> <li>3.2. Use tools, machinery, equipment, and PPE in accordance with OHS requirements</li> </ul>	TLE_AFMP9-12PC- Ig-h-3
			LO 4. Check performance of control	TLE AFMP9-12PC-Ii-
			<ul> <li>activities</li> <li>4.1. Record and monitor control activities in line with farm work procedures</li> <li>4.2. Undertake supplemental and remedial actions if necessary according to work instructions</li> <li>4.3. Maintain records according to standard procedures</li> </ul>	j-4
QUARTER 2 and 3 LESSON 2: APPLY CHEMICAL C	CONTROL MEASURES (Note:	Research component should be in	ncluded in all activities )	
1. Identify target pests and	The learner demonstrates	The learner independently	LO 1. Identify target pests and their	TLE_AFMP9-12TP-
their natural enemies, and	an understanding of the	applies chemical control	natural enemies, and other beneficial	IIa-c-1
other beneficial organisms	application of chemical	measures following the	organisms	
<ol> <li>Select appropriate pesticide</li> <li>Prepare for the application of the appropriate pesticide</li> <li>Apply appropriate pesticide</li> <li>Clean up following application</li> <li>Check and record performance of control activities</li> <li>Transport, handle and store chemicals</li> </ol>	control measures.	manufacturer's recommendation.	<ul> <li>1.1. Identify pests and their natural enemies and other beneficial organisms according to general classification/lifecycle and behavior/signs and symptoms and stage of growth</li> <li>1.2. Consult the teacher or the pest specialist to validate identification of target pests and their natural enemies, and other beneficial organisms</li> <li>1.3. Assess requirement for pesticide as an option, after considering non-chemical alternatives, within the IPM strategy</li> </ul>	

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

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			<ul> <li>LO 4. Apply appropriate pesticide</li> <li>4.1. Assess and forecast meteorological condition prior to application of pesticide</li> <li>4.2. Apply specific products with prescribed timing, rate and method according to farm work procedures and product label/directions with due consideration of environmental implications</li> <li>4.3. Use appropriate PPE according to farm work procedures and product labels/directions</li> </ul>	TLE_AFMP9-12PA- IIi-j-4
			<ul> <li>LO 5. Clean up following application</li> <li>5.1. Clean and store application equipment and tools according to farm work procedure</li> <li>5.2. Store or dispose of unused chemicals according to storage temperature requirements, label directions and standard procedure</li> <li>5.3. Properly dispose of used containers according to prescribed procedure</li> <li>5.4. Clean site according to directions and standards</li> <li>5.5. Handle chemical spills according to standard procedures</li> <li>5.6. Observe personal safety according to prescribed procedures</li> </ul>	TLE_AFMP9-12FA- IIIa-d-5
			<ul> <li>LO 6. Check and Record Performance of Control Activities</li> <li>6.1. Record product applications according to farm work procedure</li> <li>6.2. Undertake supplemental and remedial actions if necessary following work instructions</li> <li>6.3. Record observable adverse effects to</li> </ul>	TLE_AFMP9-12RP- IIIe-h-6

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			<ul> <li>natural enemies, humans, farm animals and the environment according to farm work procedures</li> <li>6.4. Maintain records as required by legislation and enterprise guidelines</li> <li>LO 7. Transport, handle and store chemicals</li> <li>7.1. Transport or carry chemicals to and from the farm building using specified container/equipment and materials</li> <li>7.2. Properly store unused chemicals using first in first out system</li> </ul>	TLE_AFMP9-12TH- IIIi-j-7
QUARTER 4			ACK (Note: Research component should be ind	sludad in all activitias )
<ol> <li>Check and record performance of control activities</li> <li>Address performance of control activities</li> </ol>	The learner demonstrates an understanding of monitoring results of pest management activities and providing feedback.	The learner independently monitors results of pest management activities and provides feedback according to regulations.	<ul> <li>LO 1. Check and Record Performance of Control Activities</li> <li>1.1. Monitor and record targeted plant response to pest management activities, as well as any non- targeted environmental effects</li> <li>1.2. Prepare and submit progress report according to farm work procedure</li> </ul>	TLE_AFMP9-12CR- IVa-e-1

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

## K to 12 BASIC EDUCATION CURRICULUM JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK AGRI-FISHERY ARTS – PEST MANAGEMENT

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

#### JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK AGRI-FISHERY ARTS – PEST MANAGEMENT

### **CODE BOOK LEGEND**

# Sample: TLE\_AFMP9-12AA-Ia-e-1

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

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

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

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

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

# JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK AGRI-FISHERY ARTS – PEST MANAGEMENT

# SAMPLE AGRICULTURE AND FISHERY ARTS CURRICULUM MAP

No.	Grade 7/8 (Exploratory)	Grade 9	Grade 10	Grade 11	Grade 12
1				*Landscape Installati	on and Maintenance (NC II
2			i i	1 !	4 semesters
3		Crop Production (NC I)		*Pest Manageme	ent (NC II) 4 semesters
4			4 semesters	*Rice Machinery Ope	eration (NC II)
5				*Organic Agriculture (NC II) 4 sem	
6		i i	i i		
7	EXPLORATORY			*Artificial Insemination: Swine (NC II) 2 sems I	
8			Animal Production (NC	6 semesters	*Artificial Insemination: Ruminants (NC II) 2 sems
9					*Slaughtering Operation (NC II) 2 sems
10	4 semesters		Ho	rticulture (NC II)	8 semesters
11			Food (Fis	sh) Processing (NC II)	8 semesters
12			Aq	uaculture (NC II)	8 semesters
13		ا Fish Wharf Operation (NC I) ع عصب	5		

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