

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**AGRI-FISHERY ARTS – SLAUGHTERING OPERATIONS (HOG/SWINE/PIG)**

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

		Specialization	Number of Hours	Pre-requisite
1.	AGRI-FISHERY ARTS	Animal Production (NC II)	480 hours	
2.		Aquaculture (NC II)	320 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 Nursery Operation (NC II)	160 hours	
7.		Fish or Shrimp Grow Out Operation (Non NC)	160 hours	Aquaculture
8.		Fish Wharf Operation (NC I)	160 hours	Fish or Shrimp Grow Out Operation
9.		Food (Fish) Processing (NC II)	640 hours	
10.		Horticulture (NC II)	640 hours	
11.		Landscape Installation and Maintenance (NC II)	320 hours	Crop Production
12.		Organic Agriculture (NC II)	320 hours	Crop Production
13.		Pest Management (NC II)	320 hours	Crop Production
14.		Rice Machinery Operation (NC II)	320 hours	Crop Production
15.		Slaughtering Operation (NC II)	160 hours	Animal Production
1.	HOME ECONOMICS	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.		Household Services (NC II)	320 hours	40 hours of the subject during exploratory Grade 7/8
15.		Housekeeping (NC II)	160 hours	
16.		Tailoring (NC II)	320 hours	40 hours of the subject during exploratory Grade 7/8
17.		Tour Guiding Services (NC II)	160 hours	
18.		Tourism Promotion Services (NC II)	160 hours	
19.		Travel Services (NC II)	160 hours	
20.		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 – SLAUGHTERING OPERATIONS (HOG/SWINE/PIG)**

	Specialization		Number of Hours	Pre-requisite
1.	ICT	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.	INDUSTRIAL ARTS	Automotive Servicing (NC I)	640 hours	
2.		Carpentry (NC II)	640 hours	
3.		Consumer Electronics Servicing (NC II)	640 hours	
4.		Electrical Installation and Maintenance (NC II)	640 hours	
5.		Masonry (NC II)	320 hours	
6.		Plumbing (NC I)	320 hours	
7.		Plumbing (NC II)	320 hours	Plumbing (NC I)
8.		Refrigeration and Airconditioning Servicing (NC II)	640 hours	
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 – SLAUGHTERING OPERATIONS (HOG/SWINE/PIG)**  
(160 hours)

**Course Description:**

**Prerequisite:** Grade 11 Animal Production

This course covers the knowledge, skills and attitude needed in managing an abattoir and leads to a **Slaughtering House Operations** National Certificate II (NCII). The core competencies are processes performed to the animal and its carcass such as: (1) stunning and bleeding, (2) scalding and dehairing/gambrelling/singeing/cutting chest bone, (3) eviscerating, (4) cradle processes, (5) splitting and quartering, (6) washing, trimming and weighing, and (7) grading, labeling and stamping.

The preliminaries of this advanced course include the following: (1) discussion on the relevance of the course, (2) explanation of key concepts relative to the course, and (3) exploration on career opportunities.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODING
<b>Introduction</b> <ol style="list-style-type: none"> <li>1. Relevance of the course</li> <li>2. Career opportunities</li> </ol>	The learner demonstrates an understanding of the basic concepts and underlying theories in slaughtering operations.	The learner independently demonstrates core competencies in slaughtering operations as prescribed by TESDA Training Regulations.	<ol style="list-style-type: none"> <li>1. Discuss the relevance of the course</li> <li>2. Explore career opportunities in slaughtering operations</li> </ol>	
<b>Personal Entrepreneurial Competencies (PECS)</b>				
<ol style="list-style-type: none"> <li>1. Assessment of learner's Personal Competencies and Skills (PeCS) vis-à-vis PeCS of a practicing entrepreneur/ employee (<i>practitioner</i>) in locality/town <ol style="list-style-type: none"> <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> </ol> </li> <li>2. Analysis of learner'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).	The learner recognizes his/her Personal Entrepreneurial Competencies and Skills (PECs) and prepares a list of PeCS of a practitioner/entrepreneur in Slaughtering Operations.	<b>LO 1. Recognize Personal Entrepreneurial Competencies and Skills (PECS) needed in Slaughtering Operations</b> <ol style="list-style-type: none"> <li>1.1. Assess one's PECs: characteristics, attributes, lifestyle, skills, traits</li> <li>1.2. Assess practitioner's: characteristics, attributes, lifestyle, skills, traits</li> <li>1.3. Compare one's PECs with that of a practitioner /entrepreneur</li> </ol>	<b>TLE_PECS9-12-Ia-1</b>
<b>Environment and Marketing (EM)</b>				
<ol style="list-style-type: none"> <li>1. Key concepts of Environment and Market</li> <li>2. Products &amp; services available in the market</li> <li>3. Differentiation of products</li> </ol>	The learner demonstrates an understanding of <i>environment</i> and <i>market</i> and how they relate to a career choice in slaughtering operations.	The learner independently generates a business idea based on the analyses of environment and market in slaughtering operations.	<b>LO 1. Generate a business idea that relates with a career choice in slaughtering operations</b> <ol style="list-style-type: none"> <li>1.1. Conduct SWOT analysis</li> </ol>	<b>TLE_EM9-12-Ia-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 – SLAUGHTERING OPERATIONS (HOG/SWINE/PIG)**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODING
and services 4. Customers and their buying habits 5. Competition in the market 6. SWOT Analysis			1.2. Identify the different products/services available in the market 1.3. Compare different products/services in computer hardware servicing business 1.4. Determine profile of potential customers 1.5. Determine profile of potential competitors 1.6. Generate potential business idea based on the SWOT analysis	
<b>LESSON 1: STUN AND BLEED THE ANIMAL (SB)</b>				
1. Animal Welfare Act 2. Department of Health 3. Food Establishments 4. Code of Sanitation of the Philippines (P.D.856) 5. Meat Inspection Code of the Philippines (RA9296) 6. Purposes of stunning animal 7. Impact of ineffective restraining and stunning on product quality 8. Occupational Health and Safety (OHS) consequences of not achieving an effective stun 9. Risks of potential contamination during stunning	The learner demonstrates an understanding of the concepts, underlying theories and principles in stunning and bleeding the animal.	The learner independently stuns the animal in accordance with relevant regulations.	<b>LO 1. Restraining animals</b> 1.1. Restrain animal humanely and safely in accordance with the Animal Welfare Act 1.2. Restrain animal with appropriate restraining equipment	<b>TLE_AFSO9-12SB-Ia-1</b>
			<b>LO 2. Stun the animal</b> 2.1. Stun animal in accordance with the Animal Welfare Act 2.2. Stun animal in accordance with workplace and OHS requirements 2.3. Check to determine if stunning has been effective 2.4. Take corrective action when effective stun is not achieved	<b>TLE_AFSO9-12SB-Ib-2</b>
			<b>LO 3. Stick and bleed the animal</b>	<b>TLE_AFSO9-12SB-Ic-3</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 – SLAUGHTERING OPERATIONS (HOG/SWINE/PIG)**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODING
			3.1. Explain purpose of sticking 3.2. Identify anatomical structure relevant to sticking 3.3. Identify and explain potential causes of contamination and cross-contamination 3.4. Outline requirements of the Animal Welfare Act relating to the bleeding of animals 3.5. Explain the purpose of a fast and complete bleed	
<b>LESSON 2. SCALD/ DEHAIR/REMOVE HOOVES, GAMBREL, SINGE, SCRAPE BODY AND CUT CHEST BONE OF ANIMAL (SA)</b>				
1. Work instructions related to operating scalding/dehairing equipment 2. OHS requirements of operating machinery 3. Potential sources of contamination and ways of preventing it 4. General external anatomy of pigs 5. Solid waste management procedures 6. Procedure in removing hooves 7. Use of gambrel equipment 8. Procedure in making incision 9. Procedures in singeing, scraping body and cutting of chest bone	The learner demonstrates an understanding of the concepts, underlying theories and principles in scalding/dehairing, removing hooves, gambrelling, singeing, scraping the body and cutting chest bone of an animal.	The learner independently scalds/dehairs, removes hooves, gambrels, singes, scrapes, and cuts chest bone of an animal.	<b>LO 1. Scald and remove hair</b> 1.1. Scald the animal according to OHS requirements 1.2. Remove hair according to workplace /OHS requirements	<b>TLE_AFSO9-12SA-Id-1</b>
			<b>LO 2. Remove hooves</b> 2.1. Remove hooves as per workplace requirements 2.2. Observe proper procedure in removing 2.3. Collect and dispose of hooves as per workplace requirements	<b>TLE_AFSO9-12SA-Id-2</b>
			<b>LO 3. Gambrel</b> 3.1. Make incisions on the rear surface of hind feet as per workplace requirements 3.2. Use appropriate knife to expose tendons of hind feet 3.3. Hook gambrel to the tendon and lift using hoist 3.4. Observe safety measures in	<b>TLE_AFSO9-12SA-Ie-3</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 – SLAUGHTERING OPERATIONS (HOG/SWINE/PIG)**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODING
			gambrelling pigs <b>LO 4. Singe, scrape body and cut chest bone</b> 4.1. Singe pig using blow torch in accordance with workplace requirements 4.2. Singe pig without burning the skin 4.3. Scrape residual hairs of pig using knife as per workplace requirements 4.4. Cut chest bone using appropriate tools and equipment 4.5. Practice safety measures in cutting chest bone	TLE_AFSO9-12SA-Ie-4
<b>LESSON 3: EVISCERATE ANIMAL (EA)</b>				
<ol style="list-style-type: none"> <li>1. Work instructions including corrective action required in case of contamination</li> <li>2. Safe and hygienic use of knife</li> <li>3. Relevant anatomy of the species, breed, sex and age of the animal being processed</li> <li>4. Potential risk of contamination and cross-contamination of the carcass and the required steps for corrective action</li> </ol>	The learner demonstrates an understanding of the concepts, underlying theories and principles of eviscerating an animal.	The learner independently eviscerates an animal based on workplace and OH & S requirements.	<b>LO 1. Remove internal organs and tissues</b> 1.1. Identify <b>organs and tissues</b> to be removed 1.2. Remove pluck without contaminating the carcass and in accordance with work instructions 1.3. Remove digestive track in accordance with work instructions 1.4. Present organs for inspection according to regulatory requirements 1.5. Identify OH&S requirements 1.6. Identify sources of contamination and cross-contamination 1.7. Take corrective action in the	TLE_AFSO9-12EA-If-g-1

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNOLOGY AND LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**AGRI-FISHERY ARTS – SLAUGHTERING OPERATIONS (HOG/SWINE/PIG)**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODING
			event of contamination in line with workplace requirements	
<b>LESSON 4: PERFROM CRADLE PROCESSES (PC)</b>				
<ol style="list-style-type: none"> <li>General internal anatomy of pig</li> <li>Procedures for tying/sealing of bung</li> <li>Procedures for removing sex organs</li> <li>Organs processed on the viscera table</li> <li>Inspection process</li> <li>Workplace, OH&amp;S, hygiene and sanitation and regulatory requirements for the presentation of offal for inspection</li> </ol>	The learner demonstrates an understanding of the concepts, underlying theories and principles in performing cradle processes.	The learner independently performs cradle processes based on workplace and OH & S requirements.	<b>LO 1. Ring and tie bung</b> <ol style="list-style-type: none"> <li>Identify sources of contamination and cross-contamination</li> <li>Remove hide from around anus and tail area in accordance with work instructions</li> <li>Cut anus and vulva (bung) in accordance with work instructions</li> <li>Trim dags from around anus in accordance with work instructions</li> <li>Assemble adequate supplies of ties prior to commencement of work</li> <li>Explain the purpose and importance of tying the bung</li> <li>Tie bung in accordance with workplace requirements</li> </ol>	<b>TLE_AFSO9-12PC-Ih-1</b>
			<b>LO 2. Remove sex organ</b> <ol style="list-style-type: none"> <li>Incise abdomen of hog/pig/swine as per workplace requirements</li> <li>Remove penis of hog/pig/swine as per workplace requirements</li> <li>Remove female sex organ of hog/pig/swine while ringing and tying bung</li> </ol>	<b>TLE_AFSO9-12PC-Ii-2</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 – SLAUGHTERING OPERATIONS (HOG/SWINE/PIG)**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODING
			<b>LO 3. Present offal for inspection</b> 3.1. Present viscera for inspection according to workplace and regulatory requirements 3.2. Meet the OH&S requirements, including those for manual handling 3.3. Separate hearts and lungs for inspection according to <b>workplace requirements</b> 3.4. Present offal according to workplace and regulatory requirements (including incision where appropriate) 3.5. Handle offal without causing damage and/or contamination	<b>TLE_AFS09-12PC-Ij-3</b>
<b>LESSON 5: SPLIT CARCASS (SC)</b>				
1. The operation of the carcass splitting saw 2. Routine maintenance Sources of contamination and cross-contamination for carcass splitting 3. OH&S requirements for operating, cleaning and maintaining the saw	The learner demonstrates an understanding of the concepts, underlying theories and principles in splitting a carcass.	The learner independently splits a carcass based on OH&S requirements.	<b>LO 1. Clean and prepare equipment</b> 1.1. Sterilize and check equipment according to workplace and OH&S requirements 1.2. Clean and maintain saw according to work instructions	<b>TLE_AFS09-12SC-IIa-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 – SLAUGHTERING OPERATIONS (HOG/SWINE/PIG)**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODING
			<b>LO 2.</b> Operate saw 2.1. Use saw to split carcass according to customer specifications and workplace requirements 2.2. Split carcass according to OH&S requirements 2.3. Identify sources of contamination and cross-contamination	<b>TLE_AFSO9-12SC-IIb-2</b>
<b>LESSON 6: WASH, TRIM AND WEIGH CARCASS (WC)</b>				
1. Purpose of washing the carcass 2. Workplace and Sanitation requirements 3. Contaminations 4. Regulatory requirements in weighing, trimming and washing carcasses 5. Common problems	The learner demonstrates an understanding of the concepts, underlying theories and principles in washing, trimming and weighing a carcass.	The learner independently washes, trims, and weighs a carcass following work instructions and OH&S requirements.	<b>LO 1. Wash carcass</b> 1.1. Wash carcass to remove foreign matter and contaminants from product 1.2. Wash carcass according to workplace and OH&S requirements 1.3. Identify types and sources of potential contamination and cross-contamination	<b>TLE_AFSO9-12WC-IIc-1</b>
			<b>LO 2. Trim carcass</b> 2.1. Remove hematoma, abscess, and parts contaminated with dirt and filth, etc. 2.2. Use knife according to OH&S 2.3. Place trimmings in condemnation receptacle	<b>TLE_AFSO9-12WC-IIId-2</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 – SLAUGHTERING OPERATIONS (HOG/SWINE/PIG)**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODING
			<b>LO 3. Weigh carcass</b> 3.1. Check scales to ensure a zero reading after taring 3.2. Notify appropriate personnel if scales are inaccurate 3.3. Weigh carcasses according to workplace requirements 3.4. Record and verify weights according to workplace requirements	<b>TLE_AFSO9-12WC-IIe-3</b>
<b>LESSON 7: GRADE, LABEL AND STAMP CARCASS (GC)</b>				
1. Consequences of incorrect labeling, stamping or branding 2. Types of labels, stamps and brands and when they are to be used 3. Correct methods of attaching labels 4. Correct methods of stamping and branding	The learner demonstrates an understanding of the concepts, underlying theories and principles in grading, labeling, and stamping a carcass.	The learner independently grades, labels, and stamps a carcass based on work instructions and OH&S requirements.	<b>LO 1. Label carcass to specification</b> 1.1. Identify correct labels 1.2. Attach labels to carcass according to workplace and regulatory requirements 1.3. Monitor and replenish stocks or labels according to workplace requirements	<b>TLE_AFSO9-12GC-IIIf-1</b>
			<b>LO 2. Stamp or brand carcass to specification</b> 2.1. Stamp carcasses with establishment code or identification stamp 2.2. Brand carcasses with workplace grade brands in accordance with workplace requirements 2.3. Check stamps and brands are for legibility	<b>TLE_AFSO9-12GC-IIg-2</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 – SLAUGHTERING OPERATIONS (HOG/SWINE/PIG)**

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODING
<b>LESSON 8: SLAUGHTER ANIMALS FOLLOWING DHABIHA HALAL PROCEDURE (SD)</b>				
<ol style="list-style-type: none"> <li>1. Preparation of animals for slaughtering (cattle / oxen, sheep, goat)</li> <li>2. Slaughtering animals according to Dhabihah Halal procedures</li> <li>3. Bleeding animals - fast and complete bleeding</li> <li>4. Islamic traditions</li> <li>5. Recitations               <ol style="list-style-type: none"> <li>5.1. Bismillah al Rahman Al Rahim (In the name of God the Beneficent the Merciful)</li> <li>5.2. Allahu Akbar (God is the Greatest)</li> <li>5.3. Subhana man Hallalaka li 'l-dhabh (for the purpose of consumption)</li> </ol> </li> <li>6. Operation and maintenance of tools/equipment</li> </ol>	The learner demonstrates an understanding of the concepts, underlying theories and principles in slaughtering animals following the Dhabihah Halal procedure.	The learner independently slaughters animals following the Dhabihah Halal procedure and based on work instructions and OH&S requirements.	<b>LO 1. Prepare the animals to be slaughtered</b> <ol style="list-style-type: none"> <li>1.1. Check animals based on ante mortem inspection procedures</li> <li>1.2. Rest animals before slaughtering as per Animal Welfare Act</li> <li>1.3. Tie animals up and position/point towards Mecca</li> </ol>	<b>TLE_AFS09-12SD-IIh-1</b>
			<b>LO 2. Slaughter animals</b> <ol style="list-style-type: none"> <li>2.1. Cite recitations by an Imam to acknowledge God's right over all things and seek permission to perform the act of slaughtering</li> <li>2.2. Cut animal's large arteries in the neck along with the esophagus and trachea with one swipe of a non-serrated blade</li> </ol>	<b>TLE_AFS09-12SD-IIi-2</b>
			<b>LO 3. Bleed animals</b> <ol style="list-style-type: none"> <li>3.1. Bleed animal in a fast and complete process to avoid undue suffering</li> <li>3.2. Do not handle /touch animal until it has died (during the blood draining process)</li> <li>3.3. Do not harvest blood as per Dhabihah Halal procedures</li> </ol>	<b>TLE_AFS09-12SD-IIj-3</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 – SLAUGHTERING OPERATIONS (HOG/SWINE/PIG)**  
**Code Book Legend**

**Sample: TLE\_AFS09-12SB-Ib-2**

LEGEND		SAMPLE	
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Technology and Livelihood Education_Agri-Fishery Animal Production	<b>TLE_AF S09-12</b>
	Grade Level	Grade 9/10/11/12	
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Purposes of stunning animal	<b>SB</b>
			-
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	First Quarter	<b>I</b>
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week two	<b>b</b>
			-
<b>Arabic Number</b>	Competency	Stun the animal	<b>2</b>

DOMAIN/ COMPONENT	CODE
Personal Entrepreneurial Skills	PECS
Environment and Marketing	EM
Slaughtering Operations	SO
Stun and bleed the animal	SB
Scald/dehair/remove hooves, gambrel, singe, scrape body and cut chest bone of animal	SA
Eviscerate animal	EA
Perform cradle processes	PC
Split carcass	SC
Wash, trim and weigh carcass	WC
Grade, label and stamp carcass	GC
Slaughter animals following Dhabiha Halal procedure	SD

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 – SLAUGHTERING OPERATIONS (HOG/SWINE/PIG)**  
**SAMPLE AGRICULTURE AND FISHERY ARTS CURRICULUM MAP**

No.	Grade 7/8 (Exploratory)	Grade 9	Grade 10	Grade 11	Grade 12
1	EXPLORATORY	Crop Production (NC I)	4 semesters	*Landscape Installation and Maintenance (NC II)	
2				4 semesters	
3				*Pest Management (NC II)	
4				4 semesters	
5				*Rice Machinery Operation (NC II)	
6		4 semesters			
7		Animal Production (NC II)	6 semesters	*Artificial Insemination: Swine (NC II)	
8				2 sems	
9				*Artificial Insemination: Ruminants (NC II)	
10		2 sems			
11		*Slaughtering Operation (NC II)			
12		2 sems			
13		8 semesters			
14	8 semesters				
15	4 semesters				
16	2 sems				
17	2 sems				

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