**AGRICULTURE SCHEMES OF WORK FORM 2**

**TERM 2**

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| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **T/L AIDS** | **REFERENCE** | **REMARKS** |
| 1 | **Opening and Revision** |
| 2 | 1 | CROP PRODUCTION III (NURSERY PRACTICES)  | Nursery management practices.  | By the end of the lesson, the learner should be able to: To identify important nursery management practices and state their significance.  | Q/A and explanations.Expose new concepts e.g. hardening off.  | School farm.  | KLB BK II Pg 48-50  |  |
| 2 | CROP PRODUCTION III (NURSERY PRACTICES)  | Grafting.  | By the end of the lesson, the learner should be able to: To define grafting.To describe methods of grafting.  | Teacher demonstration/ illustration of whip grafting, side grafting, bark grafting.Out - door activity: Students practise grafting. | Grafting tools.  | KKLB BK II LB BK IIPg 53-55  |  |
| 3 | CROP PRODUCTION III (NURSERY PRACTICES)  | Budding.  | By the end of the lesson, the learner should be able to: To define budding.To describe methods of budding.To explain importance of grafting and budding. | Teacher demonstrations/ illustrations/ drawing diagrams.Discussion: Types of budding.  | budding tools  | KLB BK II Pg 55-58  |  |
| 3 | 1 | CROP PRODUCTION III (NURSERY PRACTICES)  | Layering.Tissue culture for crop propagation.  | By the end of the lesson, the learner should be able to: To define layering.To identify appropriate crops for layering.To describe methods / types of layering.To define tissue culture.To describe the process of tissue culture.To explain importance of tissue culture in crop propagation.  | Teacher demonstrations/ Illustrations/ Drawing diagrams.Out-door activity: Carrying out layering.Teacher exposes new concepts.Brief discussion on tissue culture.  | school farmSuitable crops.  | KLB BK II Pg 58-60  |  |
| 2 | CROP PRODUCTION III (NURSERY PRACTICES)  | Transplanting crop seedlings.  | By the end of the lesson, the learner should be able to: To describe the process of transferring seedlings from the nursery to the field.To explain management practices before, during and after transplanting crop seedlings. | Q/A, Explanations and brief discussion.Activity: Transplanting crop seedlings.  | Suitable crops.  | KLB BK II Pg 61-62  |  |
| 3 | CROP PRODUCTION III (NURSERY PRACTICES)  | Transplanting tree seedlings.  | By the end of the lesson, the learner should be able to: To explain management practices before, during and after transplanting tree seedlings. | Q/A, Explanations and brief discussion.Activity: Transplanting tree seedlings.  | Suitable seedlings.  | KLB BK II Pg 63  |  |
| 4 | 1 | CROP PRODUCTION IV (FIELD PRACTICES)  | Crop rotation.  | By the end of the lesson, the learner should be able to: To give the meaning of crop rotation.To give examples of crop rotation cycles. | Q/A, brief illustrations of cycles of crop production.  | Illustrative charts.  | KLB BK II Pg 67  |  |
| 2 | CROP PRODUCTION IV (FIELD PRACTICES)  | Importance of crop rotation.  | By the end of the lesson, the learner should be able to: To explain the importance of crop rotation.To give examples of rotational programmes.  | Brief discussion; with reference to rotational programmes.  | Illustrative charts.  | KLB BK II Pg 68-70  |  |
| 3 | CROP PRODUCTION IV (FIELD PRACTICES)  | Mulching.  | By the end of the lesson, the learner should be able to: To define mulching.To state advantages and disadvantages of mulching.  | Q/A Brief discussion.  | school farm  | KLB BK II Pg 71-72  |  |
| 5 | 1 | CROP PRODUCTION IV (FIELD PRACTICES)  | Thinning, Gapping and Rouging.Pruning.  | By the end of the lesson, the learner should be able to: To explain importance of thinning, gapping and rouging.To define pruning.To give reasons for pruning.To identify methods for pruning.To identify tools used in pruning.  | Brief discussion.Q/ADetailed discussion.Teacher demonstration: Correct and incorrect ways of pruning.  | school farmSecateurs, twigs, pruning saw, shears, e.t.c.  | KLB BK IIPg 73  |  |
| 2 | CROP PRODUCTION IV (FIELD PRACTICES)  | Pruning tea.  | By the end of the lesson, the learner should be able to: To describe methods of pruning tea.  | Teacher demonstration of formative pruning, pegging method, use of rings and pegs, use of fitos, tipping.Probing questions and detailed discussion. | Tea bushes, fitos, pegs.  | KLB BK II Pg 76-80  |  |
| 3 | CROP PRODUCTION IV (FIELD PRACTICES)  | Pruning coffee.  | By the end of the lesson, the learner should be able to: To identify specific aims of pruning coffee.To describe various methods of pruning coffee.  | Illustrative diagrams / Demonstrations on: single / multiple stem pruning, capping and de-suckering of coffee.Probing questions and detailed discussion. | school farm  | KLB BK II Pg 80-84  |  |
| 6 | 1 | CROP PRODUCTION IV (FIELD PRACTICES)  | Training. Weeds, crop pests and diseases.  | By the end of the lesson, the learner should be able to: To define training as a field practice.To explain ways of training crops.To define a weed, a pest, a disease, giving examples.To identify causative agents of plant diseases.To explain the importance of timely control of weeds, pests and diseases.  | Expository approach: expose meaning of propping, trellising.Q/A and discussion on importance of staking, earthing up.Brief discussion.Q/A and detailed discussion.on importance of timely control of weeds, pests and diseases.  | school farm  | PKLB BK II g 85-86  |  |
| 2 | CROP PRODUCTION IV (FIELD PRACTICES)  | Timing of harvesting.  | By the end of the lesson, the learner should be able to: To explain the stage and timing of harvesting of a crop.  | Discussion on factors considered when timing harvesting.  |  | KLB BK II Pg 88-89  |  |
| 3 | CROP PRODUCTION IV (FIELD PRACTICES)  | Methods of harvesting.  | By the end of the lesson, the learner should be able to: To briefly describe methods of harvesting of specific crops.To enumerate precautions observed during harvesting. | Give specific examples of methods and precautions observed.  | education trip  | KLB BK II Pg 89  |  |
| 7 | 1 | CROP PRODUCTION IV (FIELD PRACTICES)  | Post-harvest practices. Storage.  | By the end of the lesson, the learner should be able to: To describe various post-harvest practices and their importance.To give characteristics of a good grain store (traditional / modern). | Probing questions and detailed discussion. | video  | KLB BK II Pg 90-94  |  |
| 2 | CROP PRODUCTION V (VEGETABLES)  | Tomatoes Ecological requirement and varieties. Nursery and field management.  | By the end of the lesson, the learner should be able to: To describe ecological requirements and varieties of tomatoes.To identify tomato varieties.To describe nursery management practices for establishment of tomato seedlings.To describe field management practices for tomatoes.  | Brief discussion and exposition.Q/A and detailed discussion.  | tomatoesschool farm  | KLB BK II Pg 96-100  |  |
| 3 | CROP PRODUCTION V (VEGETABLES)  | Tomato pests and diseases.  | By the end of the lesson, the learner should be able to: To identify tomato pests and diseases and methods of their control.  | Detailed discussion of tomato pests and their economic importance.  | Tomatoes attacked by various pests and diseases. | KLB BK II Pg 104-106  |  |
| 8 | **Mid Term Exams and Break** |
| 9 | 1 | CROP PRODUCTION V (VEGETABLES)  | Cabbages Ecology and varieties.Cabbages Establishment and management.  | By the end of the lesson, the learner should be able to: To describe ecological requirements for cabbages.To identify cabbage varieties.To describe nursery management practices.To describe field management practices for proper cabbage growth.  | Brief discussion and questioning.Exposition.Discuss importance of topdressing, weeding, controlling pests and diseases.  | Cabbages attacked by some pests and diseases.  | KLB BK II pg 107  |  |
| 2 | CROP PRODUCTION V (VEGETABLES)  | Carrots Ecology and varieties. Establishment and management.Onions Ecology and varieties.  | By the end of the lesson, the learner should be able to: To describe ecological requirements for carrots.To describe nursery management practices.To describe field management practices for proper carrots establishment..To describe ecological requirements for onions.  | Brief discussion and questioning.Exposition.Discuss importance of topdressing, weeding, controlling pests and diseases.  | Carrots attacked by some pests and diseases.  | KLB BK II Pg 110-111  |  |
| 3 | CROP PRODUCTION V (VEGETABLES)  | Establishment and management.  | By the end of the lesson, the learner should be able to: To describe nursery management practices.To describe field management practices for proper onions growth. | Discuss important nursery and field practices.  | Onions attacked by some pests and diseases.  |  |  |
| 10 | 1 | LIVESTOCK HEALTH I (ANIMAL HEALTH)  | Introduction.  | By the end of the lesson, the learner should be able to: To differentiate between health and disease.To explain importance of keeping animals healthy. | Q/A: Health and disease; and their economic importance.  |  | KLB BK II Pg 115-6  |  |
| 2 | LIVESTOCK HEALTH I (ANIMAL HEALTH)  | Signs of good health.  | By the end of the lesson, the learner should be able to: To explain signs that help to identify a healthy animal.  | Discussion: Physical appearance, physiological body functions and morphological conditions of the animal body. | different animals  | KLB BK II Pg 116-8  |  |
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| 11 | 1 | LIVESTOCK HEALTH I (ANIMAL HEALTH)  | Predisposing factors of animal diseases. Causes of animal diseases.  | By the end of the lesson, the learner should be able to: To identify and explain predisposing factors of animal diseases.To describe causes of animal diseases.  | Q/A & Detailed discussion.Detailed description of nutritional causes, physical causes and chemical causes. | charts  | KLB BK II Pg 119-120  |  |
| 2 | LIVESTOCK HEALTH I (ANIMAL HEALTH)  | Bacterial animal diseases.Viral animal diseases. Protozoan diseases.  | By the end of the lesson, the learner should be able to: To identify bacterial diseases of livestock.To list down viral diseases of livestock.To list down protozoan diseases of livestock.  | Detailed discussion of bacterial diseases and their control.Detailed discussion of viral diseases and their control.Detailed discussion of protozoan diseases and their control.  | Chart: Bacterial diseases, causal organism and animals affected.Chart: Viral diseases, causal organism and animals affected.Chart: protozoan diseases, causal organism and animals affected.  | KLB BK II Pg 122-124  |  |
| 3 | LIVESTOCK HEALTH I (ANIMAL HEALTH)  | Management of diseases.  | By the end of the lesson, the learner should be able to: To explain general methods of diseases control.  | Q/A: Control of nutritional diseases.Discussion: Importance of proper housing, isolation / slaughtering of sick animals, imposition of quarantine, prophylaxis, vaccination, vector control, e.t.c. | student book  | KLB BK II Pg 125-8  |  |
| 12 | 1 | LIVESTOCK HEALTH I (ANIMAL HEALTH)  | Handling livestock.  | By the end of the lesson, the learner should be able to: To describe appropriate methods of handling livestock.  | Q/A: Handling of animals during treatment, milking, inspecting, e.t.c.Discussion: Other activities necessitating proper handling of animals, i.e. drenching, injecting, controlling mastitis, hand spraying.Q/A: Sites that should be sprayed with acarides. | school farm  | KLB BK II Pg 129-131  |  |
| 2 | LIVESTOCK HEALTH (PARASITES)  | Effects of parasites on animals.  | By the end of the lesson, the learner should be able to: To describe host-parasite relationship.To identify effects of parasites on livestock. | Q/A: Definition of a host, parasite.Brief discussion and give specific examples. | illustrative charts  | KLB BK II Pg 133-4  |  |
| 3 | LIVESTOCK HEALTH (PARASITES)  | Tse-tse fly.  | By the end of the lesson, the learner should be able to: To describe parasitic effects of tse-tse fly.To explain methods of control of tse-tse fly.  | Q/A: Disease transmitted by tse-tse fly; and methods of control of tse-tse fly.  | student book  | KLB BK II Pg 134-5  |  |
| 13-14 | **End Term Exams and closing** |