**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 II Pg 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 farm Suitable 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/A Detailed discussion. Teacher demonstration: Correct and incorrect ways of pruning. | school farm Secateurs, 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. | tomatoes school 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** | | | | | | | |