**AGRICULTURE SCHEMES OF WORK FORM 3**

**TERM 2**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **T/L AIDS** | **REFERENCE** | **REM** |
| 1 | **Opening and Revision** | | | | | | | |
| 2 | 2 | FARM STRUCTURES | Types of construction materials. | By the end of the lesson, the learner should be able to:  Identify types of materials for construction. | Brain storming; Discussion. | school construction mterials | KLB BK III Pgs 84-88 |  |
| 3 | FARM STRUCTURES | Farm buildings. | By the end of the lesson, the learner should be able to:  State purpose of farm buildings. Identify parts of a farm building. | Q/A; Brief discussion. |  | KLB BK III Pgs 89-93 |  |
| 4 | FARM STRUCTURES | Livestock structures. | By the end of the lesson, the learner should be able to:  Give examples of farm livestock structures. Identify parts of a cattle plunge dip/ spray race /milking shed. | Brain storming; Drawing diagrams; Discussion. | Chart - Parts of plunge dip/ spray race /milking shed. | KLB BK III Pgs 94-99 |  |
| 3 | 1 | FARM STRUCTURES | Livestock structures. Zero grazing unit and calf pen. | By the end of the lesson, the learner should be able to:  Identify structural requirements for zero grazing unit and calf pen. | Brain storming; Drawing diagrams; Discussion. | Zero grazing unit and calf pen. | KLB BK III Pgs 104-5 |  |
| 2 | FARM STRUCTURES | Poultry house, piggery unit & rabbit hutch. Fences. | By the end of the lesson, the learner should be able to:  Identify structural requirements for poultry house & a piggery unit. State advantages of a live fence over a wire fence. Identify types of wire fences. | Brain storming; Drawing diagrams; Discussion. | Poultry house & a piggery unit. Chart - Parts of wire fence | KLB BK III Pgs 106-110 |  |
| 3 | FARM STRUCTURES | Seedbeds, nursery structures, seed boxes & vegetative propagation units. | By the end of the lesson, the learner should be able to:  Outline requirements for seedbeds, nursery structures, seed boxes & vegetative propagation units | Brain storming; Drawing diagrams; Discussion. | Seedbeds, nursery structures, seed boxes & vegetative propagation units | KLB BK III Pgs 130-138 |  |
| 4 | AGRICULTURAL ECONOMICS II | Meaning of land tenure. Communal land tenure. | By the end of the lesson, the learner should be able to:     Define the term land tenure.  State advantages and disadvantages of communal land tenure. | Exposition of new concepts; Discussion. | student book | KLB BK III Pgs 140-2 |  |
| 4 | 1 | AGRICULTURAL ECONOMICS II | Individual land tenure Land fragmentation. | By the end of the lesson, the learner should be able to:  State advantages and disadvantages of individual owner operator, landlordism & tenancy. Outline factors related to land fragmentation. Highlight effects related to land fragmentation. | Exposition of new concepts; Probing questions; Discussion. | student book | KLB BK III Pgs 142-4 |  |
| 2 | AGRICULTURAL ECONOMICS II | Land reforms. | By the end of the lesson, the learner should be able to:  Discuss land consolidation, tenure reforms, adjudication and registration. | Exposition of new concepts; Probing questions; Discussion. | title deed | KLB BK III Pgs 147-152 |  |
| 3 | AGRICULTURAL ECONOMICS II | Development of settlement schemes in Kenya. | By the end of the lesson, the learner should be able to:  Identify some settlement schemes in Kenya. Outline requirements for settlement schemes to thrive in Kenya. | Exposition of new concepts; Brief discussion. | chart | KLB BK III Pgs 152-7 |  |
| 4 | SOIL AND WATER CONSERVATION | Soil erosion. Effects of soil erosion & control measure. | By the end of the lesson, the learner should be able to:  Outline factors influencing soil erosion. Identify types of soil erosion. Highlight effects of soil erosion & measures of control. | Brain storming; Brief discussion. | illustrative chart pictures | KLB BK III Pgs 158-167 |  |
| 5 | 1 | SOIL AND WATER CONSERVATION | Mass wasting (solifluction) | By the end of the lesson, the learner should be able to:  Identify types of mass wasting. State effects of mass wasting. | Brain storming; Brief discussion. | illusrative pictures | KLB BK III Pgs 168-172 |  |
| 2 | SOIL AND WATER CONSERVATION | Methods of soil and water conservation. | By the end of the lesson, the learner should be able to:  Outline methods of soil and water conservation. | Brain storming; Drawing diagrams; Brief discussion. |  | KLB BK III Pgs 178-183 |  |
| 3 | SOIL AND WATER CONSERVATION | Types of terraces. | By the end of the lesson, the learner should be able to:  Identify types of terraces. | Observing terraces; Drawing diagrams; brief discussion. | Terraces. | KLB BK III Pgs 183-8 |  |
| 4 | SOIL AND WATER CONSERVATION  WEEDS AND WEED CONTROL | Harvesting water. Identification of common weeds. | By the end of the lesson, the learner should be able to:  Outline methods of harvesting water. Define a weed. Identify common weeds. | Brain storming; Brief discussion. Drawing Illustrative diagrams; Weed mounting; | illustrativepictures Common weeds. | KLB BK III Pgs 188-190 |  |
| 6 | 1 | WEEDS AND WEED CONTROL | Effects of weeds. | By the end of the lesson, the learner should be able to:  Highlight harmful effects of weeds. Highlight benefits of weeds. | Brain storming; Brief discussion. | Useful and harmful weeds. | KLB BK III Pgs 200-2 |  |
| 2 | WEEDS AND WEED CONTROL | Chemical weed control. | By the end of the lesson, the learner should be able to:  Outline ways in which chemicals affect crops. Classify herbicides. | Expository and descriptive approaches. | Common herbicides. | KLB BK III Pgs 203-4 |  |
| 3 | WEEDS AND WEED CONTROL | Selectivity and effectiveness of herbicides. Herbicides and the environment. | By the end of the lesson, the learner should be able to:  Outline factors affecting selectivity and effectiveness of herbicides. Highlight precautions observed when handling herbicides. Discuss effects of herbicides on the environment. | Expository and descriptive approaches. Brain storming; Brief discussion. | herbicides | KLB BK III Pgs 205-6 |  |
| 4 | WEEDS AND WEED CONTROL | Mechanical weed control. | By the end of the lesson, the learner should be able to:  State advantages of tillage as a method of weed eradication. | Brain storming; Brief discussion. |  | KLB BK III Pgs 209-210 |  |
| 7 | 1 | WEEDS AND WEED CONTROL | Cultural biological & legislative methods of weed control. | By the end of the lesson, the learner should be able to:  Identify some cultural and biological ways of controlling weeds. Define legislative method of weed control. | Q/A & brief discussion. |  | KLB BK III Pgs 210-1 |  |
| 2 | CROP PESTS AND DISEASES | Effects of crop pests. Classification of pests. Field insect pests. | By the end of the lesson, the learner should be able to:  State harmful effects of crop pests. Outline criteria for classifying pests. Identify common field insect pests. | Brain storming; Exposition of new concepts. Examining some insect pests. Identifying parts of crops attacked. | diagrams of pests Common field insect pests, Infested crops. | KLB BK III Pgs 213-4 |  |
| 3 | CROP PESTS AND DISEASES | Piercing and sucking pests. | By the end of the lesson, the learner should be able to:  Identify common piercing and sucking pests. | Examining some piercing and sucking pests. Identifying parts of crops attacked. | Common Piercing and sucking pests. Infested crops. | KLB BK III Pgs 218-221 |  |
| 4 | CROP PESTS AND DISEASES | Other field pests. | By the end of the lesson, the learner should be able to:  Describe harmful effects caused by nematodes, mites, rodents and birds. | Brain storming; Brief discussion. | damaged crops by pests | KLB BK III Pgs 221-3 |  |
| 8 | **Mid Term Exams and Break** | | | | | | | |
| 9 | 1 | CROP PESTS AND DISEASES | Storage pests. Crop pest control. | By the end of the lesson, the learner should be able to:  Identify common storage pests. Outline methods for controlling pests. | Examining storage pests. Identifying parts of crops attacked. Brain storming; Brief discussion. | Storage pests, infested cereals. | KLB BK III Pgs 224-6 |  |
| 2 | CROP PESTS AND DISEASES | Pesticides. | By the end of the lesson, the learner should be able to:  Outline criteria for classifying pesticides. Highlight factors affecting effectiveness of a pesticide. State advantages of using pesticides. | Exposition, detailed discussion. | common pesticides | KLB BK III Pgs 230-2 |  |
| 3 | CROP PESTS AND DISEASES | Biological pest control. Effects of diseases. | By the end of the lesson, the learner should be able to:  State advantages of using biological pest control.  Identify effects of crop diseases. | Brain storming; Exposition; Brief discussion. | Crop parts infected with diseases. | KLB BK III Pgs 233-4 |  |
| 4 | CROP PESTS AND DISEASES | Fungal diseases. | By the end of the lesson, the learner should be able to:  Highlight harmful effects of diseases. Identify some fungal diseases. | Expository and descriptive approaches. | Crops affected by fungal diseases. | KLB BK III Pgs 234-7 |  |
| 10 | 1 | CROP PESTS AND DISEASES | Viral diseases. | By the end of the lesson, the learner should be able to:  Identify some viral diseases. | Expository and descriptive approaches. | Crops affected by viral diseases. | KLB BK III Pg 237 |  |
| 2 | CROP PESTS AND DISEASES | Bacterial diseases. Nutritional disorders. | By the end of the lesson, the learner should be able to:  Identify some bacterial diseases. Identify nutritional disorders of crops. | Expository and descriptive approaches. Q/A to review nutritional disorders of crops. | Crops affected by bacterial diseases. | KLB BK III Pg 238-9 |  |
| 3 | CROP PESTS AND DISEASES | Control of crop diseases. | By the end of the lesson, the learner should be able to:  Highlight methods of controlling crop diseases. | Brain storming; Brief discussion, Answer review questions. |  | KLB BK III Pg 239-240 |  |
| 4 | CROP PRODUCTION VI FIELD PRACTICES II | MAIZE Ecological requirements. Describe land preparation  Field operations. | By the end of the lesson, the learner should be able to:  Outline the ecological requirements of maize. Identify some varieties of maize. Describe land preparation for maize establishment. Describe field operations on a maize stand. | Brain storming; Probing questions; Brief discussion. Q/A on spacing of crops and fertilizer application; | School farm. | KLB BK III Pg 242-5 |  |
| 11 | 1 | CROP PRODUCTION VI FIELD PRACTICES II | Pest control & Disease control. | By the end of the lesson, the learner should be able to:  Identify field and storage pests that attack maize. Identify diseases that attack maize | Brain storming; Probing questions; Brief discussion. | Infested maize. | KLB BK III Pg 246-9 |  |
| 2 | CROP PRODUCTION VI FIELD PRACTICES II | Harvesting, storage and marketing of maize. | By the end of the lesson, the learner should be able to:  Describe harvesting, storage and marketing of maize. | Brief discussion with oral questioning. |  | KLB BK III Pg 249-250 |  |
| 3 | CROP PRODUCTION VI FIELD PRACTICES II | FINGER MILLET Ecological requirements and preparation for planting materials. | By the end of the lesson, the learner should be able to:  Outline the ecological requirements of finger millet. Identify some varieties of finger millet. | Discussion;  Probing questions. | Finger millet. | KLB BK III Pg 250-2 |  |
| 4 | CROP PRODUCTION VI FIELD PRACTICES II | Field operations, pest and disease control. | By the end of the lesson, the learner should be able to:  Discuss field operations, pest and disease control. | Examine sorghum attacked by pests / diseases. Discussion. | Sorghum attacked by pests / diseases. | KLB BK III Pg 255-9 |  |
| 12 | 1 | CROP PRODUCTION VI FIELD PRACTICES II | SORGHUM Ecological requirements and preparation for planting materials. | By the end of the lesson, the learner should be able to:  Outline the ecological requirements of sorghum. Identify some varieties of finger millet. Describe selection and preparation of planting materials. | Discussion;  Exposition; Probing questions. | Finger millet. | KLB BK III Pg 250-2 |  |
| 2 | CROP PRODUCTION VI FIELD PRACTICES II | BEANS Ecological requirements and preparation for planting materials. Field operations, pest and disease control & harvesting of beans. | By the end of the lesson, the learner should be able to:  Outline the ecological requirements for beans. Identify some varieties of beans. Discuss field operations, pest and disease control. | Exposition and probing questions. Examine beans attacked by pests / diseases. Brain storming; Discussion. | Bean plants attacked by pests / diseases. | KLB BK III Pg 260-1 |  |
| 3 | CROP PRODUCTION VI FIELD PRACTICES II | RICE Ecological requirements and preparation for planting materials. | By the end of the lesson, the learner should be able to:  Outline the ecological requirements for beans. Identify some varieties of rice. | Exposition and probing questions. |  | KLB BK III Pg 260-1 |  |
| 4 | CROP PRODUCTION VI FIELD PRACTICES II | Field operations, pest and disease control & harvesting of rice. | By the end of the lesson, the learner should be able to:  Discuss field operations, pest and disease control. | Brain storming; Discussion. | Bean plants attacked by pests / diseases. | KLB BK III Pg 261-3 |  |
| 13-14 | **End Term Exams and closing** | | | | | | | |