**AGRICULTURE SCHEMES OF WORK FORM 3**

**TERM 2**

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| **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 IIIPgs 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 IIIPgs 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 IIIPgs 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 IIIPgs 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 IIIPgs 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 IIIPgs 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 IIIPgs 140-2  |  |
| 4 | 1 | AGRICULTURAL ECONOMICS II  | Individual land tenureLand 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 IIIPgs 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 IIIPgs 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 IIIPgs 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 chartpictures  | KLB BK IIIPgs 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 IIIPgs 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 IIIPgs 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 IIIPgs 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;  | illustrativepicturesCommon weeds.  | KLB BK IIIPgs 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 IIIPgs 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 IIIPgs 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 IIIPgs 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 IIIPgs 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 IIIPgs 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 pestsCommon field insect pests,Infested crops.  | KLB BK IIIPgs 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 IIIPgs 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 IIIPgs 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 IIIPgs 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 IIIPgs 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 IIIPgs 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 IIIPgs 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 IIIPg 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 IIIPg 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 IIIPg 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 IIIPg 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 IIIPg 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 IIIPg 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 IIIPg 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 IIIPg 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 IIIPg 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 IIIPg 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 IIIPg 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 IIIPg 261-3  |  |
| 13-14 | **End Term Exams and closing** |