**AGRICULTURE SCHEMES OF WORK**

**FORM THREE 2016**

**TERM I**

**EFERENCES:**

1. Longhorn Secondary Agriculture Book
2. Golden Tips KCSE Agriculture
3. Certificate Agriculture Book
4. KLB Top Mark Agriculture
5. KLB Secondary Agriculture
6. Teacher’s Guide

Compiled by Schools Net Kenya (SNK) in partnership with Jospa Publishers | P.O. Box 3029 – 00200 Nairobi |

Coordinated by KENPRO, Macjo Arcade, 4th Floor, Suite 15E, Off Magadi Road, Ongata Rongai |Tel: +254202319748 |

E-mail: infosnkenya@gmail.com | Website: [www.schoolsnetkenya.com/](http://www.schoolsnetkenya.com/)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| WK | LSN | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| **1** | **1** | Livestock Production (III) selection | Reproduction and reproductive systems in cattle | By the end of the lesson, the learner should be able to  describe reproduction and reproductive systems in cattle | Describing reproduction and reproductive systems in cattle  drawing reproductive systems in cattle | charts  diagrams in students book  farm animals | KLB secondary Agriculture form 3 pg 1-6  Certificate Secondary Agriculture F2 pg 123-124  Longhorn secondary Agriculture form 3 pg 1-5  Teachers guide pg 37-38  Gateway Agriculture revision paper 2 page 21-23  Top mark Agriculture page 91-92 |  |
|  | **2** | Livestock production (III) selection and Breeding | Reproduction and reproductive systems in poultry | By the end of the lesson, the leaner should be able to  Describe reproduction and reproductive systems in poultry | Describing reproduction and reproductive systems in poultry  Drawing reproduction system in poultry | Charts  Farm animals  Diagrams in the students book | KLB secondary Agriculture form 3 pg 6-8  Certificate Secondary Agriculture F2 pg 123-124  Longhorn secondary Agriculture form 3 pg 6-8  Teachers guide pg 37-38  Gateway Agriculture revision paper 2 page 23-24  Top mark Agriculture page 92 |  |
|  | **3-4** | Livestock production selection and Breeding | Selection of dairy and beef cattle | By the end of the lesson, the learner should be able to  Define selection  Describe selection of the breeding of stock in cattle | Defining selection  Describing selection of the breeding stock in cattle  Drawings in students book | Farm animals  Diagrams in the students book  charts | KLB secondary Agriculture form 3 pg 8-9  Certificate Secondary Agriculture F2 pg 123-124  Longhorn secondary Agriculture form 3 pg 8-10  Teachers guide pg 38-39  Gateway Agriculture revision paper 2 page 24  Top mark Agriculture page 91-92 |  |
| **2** | **1** | Livestock selection and breeding | Selection of sheep and goats | By the end of the lesson, the learner should be able to  Describe selection of the breeding stock | Describing selection of the breeding stock  Note taking  Asking and answering questions | Farm animals  Diagrams in students book  charts | KLB secondary Agriculture form 3 pg 8-9  Certificate Secondary Agriculture F2 pg 123-124  Longhorn secondary Agriculture form 3 pg 11-12  Teachers guide pg 37-38 |  |
|  | **2** |  | Selection of pigs and camels | By the end of the lesson, the learner should be able to  Describe selection of the breeding stock | Describing the breeding stock  Note taking  Asking and answering questions | Farm animals  Diagrams in the students book | KLB secondary Agriculture form 3 pg 1-6  Certificate Secondary Agriculture F2 pg 123-124  Longhorn secondary Agriculture form 3 pg 1-5  Teachers guide pg 37-38  Gateway Agriculture revision paper 2 page 21-23  Top mark Agriculture page 91-92 |  |
|  | **3-4** | Livestock section and breeding | Selection of breeding  Methods of selection | By the end of the lesson, the learner should be able to  State factors considered when selecting a breeding stock  Describe the methods in selection  Define breeding  Explaining the importance of breeding | Stating factors considered in selection  Describing the various methods used  Defining breeding | Charts  Chalkboard  Diagrams on students book  Farm animals | KLB secondary Agriculture form 3 pg 11-16  Certificate Secondary Agriculture F2 pg 123-124  Longhorn secondary Agriculture form 3 pg 15-16  Teachers guide pg 38-39  Gateway Agriculture revision paper 2 page 24  Top mark Agriculture page 93 |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **3** | **1** |  | Breeding | By the end of the lesson, the learner should be able to  Explain the terms used in breeding | Explaining the various terms | Charts  Chalkboard  Farm animals | KLB secondary Agriculture form 3 pg 16  Longhorn secondary Agriculture form 3 pg 16-19  Teachers guide pg 39-41  Gateway Agriculture revision paper 2 page 24-25  Top mark Agriculture page 93-94 |  | |
|  | **2** | Livestock selection and breeding | Signs of heat in livestock cattle, pigs rabbits | By the end of the lesson, should be able to  Explain the process of mating in cattle, pigs & rabbits  State signs of heat in cattle, pigs and rabbits | Explaining the process of mating  Stating signs of heat in pigs, rabbits and cattle | Farm animals  Photographs  Students book  Farm | KLB secondary Agriculture form 3 pg 16-19  Longhorn secondary Agriculture form 3 pg 19-23  Teachers guide pg 39-41  Gateway Agriculture revision paper 2 page 25  Top mark Agriculture page 94-95 |  | |
|  | **3** |  | Breeding systems of breeding | By the end of the lesson, the learner should be able to  State various systems of breeding  Explain reasons for breeding systems  Describe various | Stating various systems of breeding  Explaining reasons for breeding  Describing various breeding systems | Charts  Farm animals  Diagrams in the students book | KLB secondary Agriculture form 3 pg 16-19  Longhorn secondary Agriculture form 3 pg 19-23  Teachers guide pg 39-41  Gateway Agriculture revision paper 2 page 25  Top mark Agriculture page 94-95 |  | |
|  | **4** | Livestock selection and breeding | Methods of service in livestock  Natural mating  Artificial insemination  Embryo transplant | By the end of the lesson, the leaner should be able to  Identify the various services in livestock  Describe the methods of services in livestock  Explain the advantages & disadvantages of the methods | Identifying the various methods of services  Describing the methods of services in livestock  Drawing diagrams  Explaining the advantages & disadvantages | Farm animals  A.I technicians  Diagrams in the students book | KLB secondary Agriculture form 3 pg 20-23  Longhorn secondary Agriculture form 3 pg 23-30  Teachers guide pg 41-43 |  | |
| **4** | **1** |  | Signs of parturition in livestock  Cows  Sows  Does | By the end of the lesson, the learner should be able to  State signs of parturition in cows, sows and does | Stating signs of parturitions in cows, sows and does | Coral, photographs  A.I Technicians  Students book  Farm animals | KLB secondary Agriculture form 3 pg 24-25  Longhorn secondary Agriculture form 3 pg 41-43  Teachers guide pg 39-41  Gateway Agriculture revision paper 2 page 26-27  Top mark Agriculture page 96-97 |  | |
|  | **2** | Livestock production  Livestock rearing practices | Routine  Livestock rearing practices | By the end of the lesson, the learner should be able to  Define a routine  Explain the routine practices in livestock rearing  State the importance of each of the practice | Defining a routine  Explaining the routine practices  Stating the importance of each practice | Livestock structures  Livestock feeds  Animals farm  Livestock  Student book  photographs | KLB secondary Agriculture form 3 pg 27-31  Longhorn secondary Agriculture form 3 pg 33-35  Teachers guide pg 49-51  Gateway Agriculture revision paper 2 page 28-29  Top mark Agriculture page 98 |  | |
|  | **3-4** | Livestock production (IV) | Parasite and disease control practices | By the end of the lesson, the learner should be able to  State various methods of parasite and disease control  Describe the various parasite and disease control practices | Stating the various control practices  Describing various control practices  Carrying out the various control practices | Livestock drugs  Livestock tools  Photographs  Diagrams on the students book  Livestock tools  Students book | KLB secondary Agriculture form 3 pg 32-36  Longhorn secondary Agriculture form 3 pg 35-39  Teachers guide pg 49-51  Gateway Agriculture revision paper 2 page 25  Top mark Agriculture page 98-99 |  | |
| **5** | **1** | Livestock production (IV)  Livestock Rearing | Breeding practices | By the end of the lesson, the learner should be able to  State the breeding practices  Describe the various breeding practices  Carry out the various practices | Stating the breeding practices  Describing the various breeding practices  Carrying out the various practices | Livestock drugs  Livestock tools  Photographs  Students book  Diagrams on the students book  Livestock  Livestock farm | KLB secondary Agriculture form 3 pg 27-29  Longhorn secondary Agriculture form 3 pg 49-51  Teachers guide pg 49-51  Gateway Agriculture revision paper 2 page 30-31  Top mark Agriculture page 99 |  | |
|  | **2** | Livestock Rearing practices | Identification  De-breaking  Tooth clipping  culling | By the end of the lesson, the learner should be able to  Describe de-beaking tooth, clipping and culling  Carry out these practices | Describing de-beaking, tooth clipping and culling  Carrying out the practices  Drawing the diagrams showing the practices | Livestock  Livestock drugs  Livestock tools  Students book  Photographs  Diagrams on the students book | KLB secondary Agriculture form 3 pg 41-48  Longhorn secondary Agriculture form 3 pg 41-44  Teachers guide pg 49-51  Gateway Agriculture revision paper 2 page 25  Top mark Agriculture page 99-100 |  | |
|  | **3-4** |  | Dehorning, shearing, castration | By the end of the lesson, the learner should be able to  describe dehorning, shearing, castration  Carry out these practices | Describing dehorning, shearing castration  Carry out these practices | Livestock  Livestock drugs  Livestock tools  Students book  Photographs | KLB secondary Agriculture form 3 pg 45-50  Longhorn secondary Agriculture form 3 pg 41-44  Teachers guide pg 49-51  Gateway Agriculture revision paper 2 page 25  Top mark Agriculture page 100 |  | |
| **6** | **1** | Livestock rearing practices | Management of cows during parturition | By the end of the lesson, the leaner should be able to  Describe the management of a cow parturition | Describing the management of a cow during parturition  Drawing diagrams | Cows  Photographs  Students book  Veterinary personnel | KLB secondary Agriculture form 3 pg 53  Longhorn secondary Agriculture form 3 pg 50-54  Teachers guide pg 49-51  Access secondary Agriculture Revision page 170, 295  Golden tips agriculture page 277 |  | |
|  | **2** |  | Management of sows, nannies, does, ewes | By the end of the lesson, the learner should be able to  Describe the management, does & ewes during parturition | Describing the management of sows, nannies, does, ewes& during parturition |  | KLB secondary Agriculture form 3 pg 53-56  Longhorn secondary Agriculture form 3 pg 54-56  Teachers guide pg 49-51  Gateway Agriculture revision paper 2 page 33-34  Access secondary Agriculture Revision page 170, 295  Golden tips agriculture page 175,295-296 |  | |
|  | **3-4** | Bee- keeping | Importance  Bee colony  Sitting the a apiary | By the end of the lesson, the learner should be able to  State the importance of bee keeping  Describe the importance of bee keeping  Describe the bee conolony  Explain factors to consider when citing an apiary | Stating the importance of bee keeping  Describing the bee colony  Explaining factors to consider when citing an apiary | Combs  Bee hives  Apiary  Bee handling tools  bees | KLB secondary Agriculture form 3 pg 56-60  Longhorn secondary Agriculture form 3 pg 51-52  Teachers guide pg 49-51  Gateway Agriculture revision paper 2 page 33-34  Access secondary Agriculture Revision page 175-176 |  | |
| **7** | **1** | Bee keeping | Types of bee hive stocking the bee hive  Management of bees | By the end of the lesson, the learner should be able to  State the various types of bee hives  Describe the stocking of bee hive and management | Stating various types of bee hives  Describing the stocking of a bee hive and management | Beehives  Combs  Apiary  Bee handling  Students book  Protective clothing | KLB secondary Agriculture form 3 pg 60-69  Longhorn secondary Agriculture form 3 pg 59-62  Teachers guide pg 51-52  Gateway Agriculture revision paper 2 page 33-34  Access secondary Agriculture Revision page 175-176  Golden tips agriculture page 299-300 |  | |
|  | **2** | Bee keeping | Importance of fish farming  Types if fuse kept in farm ponds | By the end of the lesson, the learner should be able to  Define fish farming  Explain the importance of fish farming  Identifying the types of fish kept in the fish pond | Defining fish farming  Explaining the importance of fish farming  Identifying the types of fish kept in pond  Drawing diagrams | Fish nets  Fish species  Fish ponds  Diagrams in the students book  Fish food | KLB secondary Agriculture form 3 pg 70-73  Longhorn secondary Agriculture form 3 pg 62-64  Teachers guide pg 51-52  Gateway Agriculture revision paper 2 page 36  Access secondary Agriculture Revision page 175-176  Golden tips agriculture page 301 |  | |
|  | **3** | Fish Farming | Importance of fish farming  Types of fish kept in farm ponds | By the end of the lesson, the learner should be able to  Define fish farming  Explain the importance of fish farming  Identifying the types of fish kept in fish pond | Defining fish farming  Explaining the importance of fish farming  Identifying the types of fish kept in fish pond  Drawing diagrams | Fish nets  Fish species  Fish pond  Diagrams in the students book  Fish pond | KLB secondary Agriculture form 3 pg 73-77  Longhorn secondary Agriculture form 3 pg 65-70  Teachers guide pg 52-53  Gateway Agriculture revision paper 2 page 36-37  Access secondary Agriculture Revision page 177  Golden tips agriculture page 301-302 |  | |
| **7** | **4** | Fish Farming | Management  Fish farming  Harvesting and processing fish | By the end of the lesson, the learner should be able to  Describe fish management  Explain fish harvesting and processing fish | Describing fish management  Explaining fish harvesting and processing | Fish pond  Fish species  Fish nets  Students book | KLB secondary Agriculture form 3 pg 73-79  Longhorn secondary Agriculture form 3 pg 65-70  Teachers guide pg 52-53  Gateway Agriculture revision paper 2 page 36-37  Access secondary Agriculture Revision page 177  Golden tips agriculture page 302-303 |  | |
| **8** | **1** | Livestock Rearing Practices | Appropriate handling of livestock during routine management | By the end of the lesson, the learner should be able to  Demonstrate a caring attitude towards livestock | Demonstrating a carrying attitude towards livestock  Drawing diagrams | Diagrams from the student book  Farm animals  Photographs  Livestock handling tools | KLB secondary Agriculture form 3 pg 79-81  Longhorn secondary Agriculture form 3 pg 70-75  Teachers guide pg 53-54  Gateway Agriculture revision paper 2 page 36-37  Access secondary Agriculture Revision page 296  Golden tips agriculture page 296 |  | |
|  | **2** | Farm Structures | Farm buildings and structures  Citing parts of a building  Cite preparation | By the end of the lesson, the learner should be able to  State factors considered when citing farm structures  Describe parts of a building | Stating factors considered when citing farm structures  Describing parts of a building | Farm buildings  Diagrams  School farm  Student’s book | KLB secondary Agriculture form 3 pg 83-88  Longhorn secondary Agriculture form 3 pg 77-80  Teachers guide pg 59-60  Gateway Agriculture revision paper 2 page 36-37  Access secondary Agriculture Revision page 235  Golden tips agriculture page 250 |  | |
|  | **3-4** | Farm Structures | Livestock Structures  Crushes | By the end of the lesson, the learner should be able to:  Identify materials used in constructions  State the maintenance of a crush  Explain the uses of a crush | Identifying materials used n construction of crush  Stating the maintenance of a crush  Explaining the various uses of a crush | Crush  Constructional materials  Student’s book  Photographs | KLB secondary Agriculture form 3 pg93-94  Longhorn secondary Agriculture form 3 pg 81-83  Teachers guide pg 59-60  Access secondary Agriculture Revision page 236  Golden tips agriculture page 251-252 |  | |
| **9** | **1** | Farm structures | Livestock Structures- Dips | By the end of the lesson, the learner should be able to:  Identify materials used in construction of a dip  State the maintenance of a dip  Explain the uses of a dip  *© Education Plus Agencies* | Identifying materials used in constructions  Stating the maintenance of a dip  Explaining the uses of the dip  Drawing the structures | Dip construction materials  Photographs  Diagrams from the students book | KLB secondary Agriculture form 3 pg 95-96  Longhorn secondary Agriculture form 3 pg 83-86  Teachers guide pg 60-63  Gateway Agriculture revision paper 2 page 36-37  Access secondary Agriculture Revision page 236  Golden tips agriculture page 252 |  | |
|  | **2** | Farm structures | Livestock structures  Spray race  Dairy shed | By the end of the lesson, the learner should be able to  Identify the constructional materials used  State the uses of these structures | Identifying materials used in construction  Stating the uses of the structure  Drawing the structures | Diagrams from the students book  Photographs  Construction materials  Spray race and dairy shed | KLB secondary Agriculture form 3 pg 99-102  Longhorn secondary Agriculture form 3 pg 86-90  Teachers guide pg 60-63  Gateway Agriculture revision paper 2 page 88  Access secondary Agriculture Revision page 236  Golden tips agriculture page 253-254 |  | |
|  | **3-4** | Farm structures | Livestock structure  Calf pens  Poultry houses  Rabbits hutches  Pig sty’s | By the end of the lesson, the learner should be able to  Name the construction materials used  State the uses of these structures  Describe the construction of the materials | Naming the construction materials  Stating the uses of the structures  Describing the construction of the structures | Calf pens  Poultry houses  Rabbit hutches  Pig stys  Construction materials  Photographs  Students book  Diagrams on the students book | KLB secondary Agriculture form 3 pg 194-114,115  Longhorn secondary Agriculture form 3 pg 86-90  Teachers guide pg 60-63  Gateway Agriculture revision paper 2 page 88  Golden tips agriculture page 254-257 |  | |
| **10** | **1** | Farm Structures | Livestock structures  Fish pond  Silo | By the end of the lesson, the learner should be able to  Identify the construction materials used  Explain the uses of these structures | Identifying the construction materials  Explaining the uses of these structures | Photographs  Students book  Constructional materials  Diagrams in the students book | KLB secondary Agriculture form 3 pg 115, 123  Longhorn secondary Agriculture form 3 pg 100-104  Teachers guide pg 60-63  Golden tips agriculture page 250 |  | |
|  | **2** | Farm structures | Zero grazing unit  Bee hive | By the end of the lesson, the learner should be able to  Identify construction materials used  State the uses of these structures | Identifying the construction materials  Stating the uses of these structures | Zero grazing unit  Photographs  Students book  Construction materials  beehive | KLB secondary Agriculture form 3 pg 102-104  Longhorn secondary Agriculture form 3 pg 103-106  Teachers guide pg 60-63  Gateway Agriculture revision paper 2 page 88  Access secondary Agriculture Revision page 235  Golden tips agriculture page 259-260 |  | |
|  | **3-4** | Farm Structures | Farm Stores | By the end of the lesson, the learner should be able to  Identifying the construction materials used  State the uses of these structures  Describe the process of constructing a farm store | Identifying the construction materials  Stating the uses of these structures  Describing the process of constructing a farm store | Diagrams in the students book  Photographs  Farm store  Construction materials | KLB secondary Agriculture form 3 pg 121-122  Longhorn secondary Agriculture form 3 pg 106-110  Teachers guide pg 64  Gateway Agriculture revision paper 2 page 89  Golden tips agriculture page 260-261 |  | |
| **11** | **1-2** | Farm structures | Fences | By the end of the lesson, the learner should be able to  State the types of fences  Identify the construction materials used | Stating types of fences  Identifying the construction materials used  Explaining the uses of these structures  Drawing the fences | Fences  Construction materials  Students book  Photographs  diagrams | KLB secondary Agriculture form 3 pg 124-132  Longhorn secondary Agriculture form 3 pg 110-117  Teachers guide pg 65 |  | |
|  | **3-4** | Farm structures | Green Houses | By the end of the lesson, the learner should be able to:  State the construction materials used  Describe the process of constructing green house  Explain the uses of these structures | Stating the construction materials  Describing the process of constructing green house  Explaining the uses of the structures | Green houses  Construction materials  Diagrams from the students book  Students book  photographs | KLB secondary Agriculture form 3 pg 133-139  Longhorn secondary Agriculture form 3 pg 128-121  Teachers guide pg 66  Gateway Agriculture revision paper 2 page 89  Access secondary Agriculture Revision page 235  Golden tips agriculture page 262 |  | |
| **12 TOPICAL REVISION** | | | | | | | | |
| **13-14 END TERM EXAMINATIONS** | | | | | | | | |
| **15 CLOSING** | | | | | | | | |

**AGRICULTURE SCHEMES OF WORK**

**FORM THREE 2016**

**TERM II**

**REFERENCES:**

1. Longhorn Secondary Agriculture Book
2. Golden Tips KCSE Agriculture
3. Certificate Agriculture Book
4. KLB Top Mark Agriculture
5. KLB Secondary Agriculture
6. Teacher’s Guide

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| WK | LSN | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| **1** | **1** | Agricultural Economics (III)  Land tenure and reforms | Land tenure types  Collective tenure systems | By the end of the lesson, the learner should be able to  Define land tenure  State the types of land tenure  Describe the collective tenure systems | Defining the term land tenure  Stating the types of land tenure  Describing the collective systems | Charts  Students book  Chalk board | KLB secondary Agriculture form 3 pg 140-141  Longhorn secondary Agriculture form 3 pg 123-125  Teachers guide pg 74  Gateway Agriculture revision paper 2 page 98-99  Access secondary Agriculture Revision page 120  Golden tips agriculture page 125 |  |
|  | **2** |  | Individual Tenure System | By the end of the lesson, the learner should be able to  State the types of individual tenure system  Describe individual tenure systems  State advantages and disadvantages of this tenure system | Stating the individual tenure systems  Describing individual tenure system  Stating advantages and disadvantages of the system | Title deeds  Charts  Students book | KLB secondary Agriculture form 3 pg 143-145  Longhorn secondary Agriculture form 3 pg 123-125  Teachers guide pg 74  Gateway Agriculture revision paper 2 page 98-99  Golden tips agriculture page 124 |  |
|  | **3-4** | Land tenure and reform | Land Reforms | By the end of the lesson, the learner should be able to  Define land reforms  Describe the various types of land reforms  Explaining the various settlement schemes in Kenya | Defining land reforms  Describing various types of land reforms  Explaining the various settlement scenes in Kenya | Title deeds  Students book  Charts  Chalk board | KLB secondary Agriculture form 3 pg 148-157  Longhorn secondary Agriculture form 3 pg 127-155  Teachers guide pg 75-76  Gateway Agriculture revision paper 2 page 99  Access secondary Agriculture Revision page 120-121  Golden tips agriculture page 125-126 |  |
| **2** | **1** | Soil and water conservation | Soil Erosion | By the end of the lesson, the earner should be able to  Define soil erosion  Explain factors that influence soil erosion | Defining soil erosion  Explaining factors that influence soil erosion | Excavated areas  School farm  Photographs  Diagrams on the students book | KLB secondary Agriculture form 3 pg 158-160  Longhorn secondary Agriculture form 3 pg 137-138  Teachers guide pg 80  Gateway Agriculture revision paper 2 page 121  Access secondary Agriculture Revision page 120-121  Golden tips agriculture page 126 |  |
|  | **2** | Soil and Water Conservation | Soil Erosion | By the end of the lesson, the learner should be able to  Explain the various agents of erosion | Explaining various agents | Photographs  School farm  Excavated areas  Students book | Longhorn secondary Agriculture form 3 pg 15-16  Teachers guide pg 38-39  Gateway Agriculture revision paper 2 page 24  Access secondary Agriculture Revision page 80  Golden tips agriculture page 26 |  |
|  | **3-4** | Soil and Water Conservation | Soil Erosion | By the end of the lesson, the learner should be able to  Describe the various types of soil erosion | Describing the various types of erosion | Photographs  Students book  School farm  Excavated areas  Diagrams in the students book | KLB secondary Agriculture form 3 pg 161-167  Longhorn secondary Agriculture form 3 pg 139-141  Teachers guide pg 80  Gateway Agriculture revision paper 2 page 24  Access secondary Agriculture Revision page 80-81  Golden tips agriculture page 27 |  |
| **3** | **1** |  | River bank erosion | By the end of the lesson, the learner should be able to  Define river bank erosion  Explain the effects of river bank erosion  State the control measures | Defining riverbank erosion  Explaining the effects of river  Bank erosion  Stating control measures | Photographs  River bank  Diagrams in the students book  charts | KLB secondary Agriculture form 3 pg 167-168  Access secondary Agriculture Revision page 87  Golden tips agriculture page 27 |  |
|  | **2** |  | Mass wasting solifluction | By the end of the lesson, the learner should be able to  Define mass wasting  Explain factors influencing mass wasting  Describing effects of mass wasting | Defining mass wasting  Explaining factors influencing mass wasting  Describing effects of mass wasting | Charts  Photographs  Diagrams in the students book | KLB secondary Agriculture form 3 pg 168-173  Access secondary Agriculture Revision page 87  Golden tips agriculture page 27 |  |
|  | **3-4** | Soil and water conservation | Soil control  Measures  Biological and cultural control  Physical and structural control measures | By the end of the lesson, the learner should be able to  Describe the biological, cultural physical and structural control  Measures on soil erosion | Describing the biological, cultural, physical and structural measures of controlling soil erosion  Drawing diagrams | Mesh wire  Poles  Quarry chips  School farm  Photographs  Excavated areas  Students book  Garden tools  Diagrams in the students book | KLB secondary Agriculture form 3 pg 173-186  Longhorn secondary Agriculture form 3 pg 142-149  Teachers guide pg 81  Gateway Agriculture revision paper 2 page 122-124  Access secondary Agriculture Revision page 81-83  Golden tips agriculture page 28-30 |  |
| **4** | **1-2** | Soil and Water Conservation | Water Harvesting | By the end of the lesson, the leaner should be able to  Name methods used to harvest water  Describe water harvesting and conservation techniques  Explain the micro catchment and their uses | Naming methods used to harvest water  Describing water harvesting and conservation  Explaining micro catchment  Stating their uses | Dams  Tanks  Reservoirs  Wells  Photographs  School farm  Garden tools  Gutters  Ponds | KLB secondary Agriculture form 3 pg 187-191  Longhorn secondary Agriculture form 3 pg 149-159  Teachers guide pg 81-82  Gateway Agriculture revision paper 2 page 124-125  Access secondary Agriculture Revision page 83-85  Golden tips agriculture page 30-31 |  |
|  | **3-4** | Weeds and weed control | Weeds  Definition  Identification  classification | By the end of the lesson, the learner should be able to  define a weed  identify the various weeds  classify the weeds in various groups | defining weeds  observation  identifying the weeds  classify the weeds | weed specimen  school farm  photographs  students book  diagrams in the students books | KLB secondary Agriculture form 3 pg 192-201  Longhorn secondary Agriculture form 3 pg 161-164  Teachers guide pg 87-88  Gateway Agriculture revision paper 2 page 73-74  Golden tips agriculture page 63-64 |  |
| **5** | **1-2** | Weeds and weed control | Weeds  Identification  classification | By the end of the lesson, the learner should be able to  identify the various weeds  classify the various weeds | identifying the various weeds  classifying the various weeds | weed specimen  school farm  photographs  diagrams in the students book | KLB secondary Agriculture form 3 pg 193-200  Longhorn secondary Agriculture form 3 pg 161-164  Teachers guide pg 87-88  Gateway Agriculture revision paper 2 page 73-74  Access secondary agriculture page 89  Golden tips agriculture page 63-64 |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **3-4** | Weeds and weed control | Weeds competitive abilities of weeds  Harmful effects of weeds | By the end of the lesson, the learner should be able to  Identify the various weeds  Classify the various weeds | Identify the various weeds  Classifying the various weeds | Weed specimen  School farm  Photographs  Diagrams in students book | KLB secondary Agriculture form 3 pg 200-202  Longhorn secondary Agriculture form 3 pg 159-161  Teachers guide pg 87-88  Gateway Agriculture revision paper 2 page 73-74  Access secondary agriculture page 89-90  Golden tips agriculture page 64-65 |  |
| **6** | **1** | Weeds and weed control | Weed control  mechanical | By the end of the lesson, the learner should be able to  Describe mechanical weed control | Describing mechanical weed control | weed specimen  school farm  photographs  diagrams in the students book  garden tools | KLB secondary Agriculture form 3 pg 209-210  Longhorn secondary Agriculture form 3 pg 169-170  Teachers guide pg 88-92  Gateway Agriculture revision paper 2 page 76  Golden tips agriculture page 64-65 |  |
|  | **2** |  | Cultural and biological control | By the end of the lesson, the learner should be able to  Describe biological and cultural weed control method | Describing the biological and cultural weed control method  Note taking  Asking and answering questions | Garden tools  Students book  Photographs  School farm  Farm specimen | KLB secondary Agriculture form 3 pg 210-211  Longhorn secondary Agriculture form 3 pg 178  Teachers guide pg 93-95  Gateway Agriculture revision paper 2 page 76  Golden tips agriculture page 65 |  |
|  | **3-4** |  | Chemical and legislative weed control methods | By the end of the lesson, the learner should be able to  Explain ways in which chemicals kill weeds  State the classification of herbicides  Explaining factors affecting selectivity and effectiveness of herbicides  Identifying the precautions in using chemicals  Stating the advantages and disadvantages of herbicides | Explaining ways in which chemicals kill weeds  Stating the classifications of herbicides  Explaining factors affecting selectivity and effectiveness of herbicides  Identifying the precautions in using chemicals  Stating the advantages and disadvantages of herbicides | Garden tools  Students book  Photographs  School farm  Weed specimen | KLB secondary Agriculture form 3 pg 203-208  Longhorn secondary Agriculture form 3 pg 170,172-175  Teachers guide pg 88-92  Gateway Agriculture revision paper 2 page 74  Golden tips agriculture page 90  Access secondary Agriculture page 65-66 |  |
| **7** | **1** | Crop pest and diseases | Crop Pests | By the of the end lesson, the learner should be able to  Define a pest  Explain harmful effects of crop pests | Defining a pest  Explaining the harmful effects of crop pests  Asking and answering questions | Students book  Specimens of crop pests  Crops attacked  Pesticides  Photographs | KLB secondary Agriculture form 3 pg 213-214  Longhorn secondary Agriculture form 3 pg 177-178  Teachers guide pg 93-95  Gateway Agriculture revision paper 2 page 76 |  |
|  | **2** |  | Crop Pests | By the end of the lesson, the learner should be able to  Classify pests based on mode of feeding  Classify pests based on crop part attacked | Classifying pests based on mode of feeding  Asking and answering questions | Crops attacked specimens of crop pests  Photographs of pests  Students book | KLB secondary Agriculture form 3 pg 214  Longhorn secondary Agriculture form 3 pg 177-178  Teachers guide pg 93-95  Gateway Agriculture revision paper 2 page 76  Golden tips agriculture page 67  Access secondary Agriculture page 97 |  |
|  | **3-4** |  | Crop Pests | By the end of the lesson, the learner should be able to  Classify pest on the basis of stage of growth classification (scientific)  Level of damage and place where they are found of habitat | Classify pests  Asking and answering questions  Note taking | Crops attacked  Specimen of crop pests  Photographs of pests  Students book | KLB secondary Agriculture form 3 pg 214-215  Longhorn secondary Agriculture form 3 pg 177-178  Teachers guide pg 93-95  Gateway Agriculture revision paper 2 page 76  Golden tips agriculture page 67  Access secondary Agriculture page 97 |  |
| **8** | **1-2** | Crop pests and diseases | Crop pests  Identification | By the end of the lesson, the learner should be able to  identify common pests  describe the various pests and the stage, part of the crop attacked | Identifying common pests  Describing the various pests on the various basics  Asking and answering questions  Note making | Diagrams in the students book  Photographs of pests  Pesticides  Crops attacked  Specimens of crop pests  Students book | KLB secondary Agriculture form 3 pg 215-226  Longhorn secondary Agriculture form 3 pg 179-184  Teachers guide pg 93-95  Gateway Agriculture revision paper 2 page 77-79  Golden tips agriculture page 67-69  Access secondary Agriculture page 97-98 |  |
|  | **3-4** |  | Crop pests  identification | By the end of the lesson, the learner should be able to  identify common pests  describe the various pests and the stage part of the crop attacked | Identifying common pests  Describing the various pests  Asking and answering questions  Note making | Crops attacked  Specimens of crop pests  Photographs of pests  Pesticides  Diagrams in the students book | KLB secondary Agriculture form 3 pg 215-226  Longhorn secondary Agriculture form 3 pg 179-184  Teachers guide pg 93-95  Gateway Agriculture revision paper 2 page 77-79  Golden tips agriculture page 67-69 |  |
| **9** | **1** | Crop Pests and disease control | Crop pests | By the end of the lesson, the learner should be able to  Describe harmful effects of pests  Identify pest control measures | Describing the effects of pests  Identifying pests control measure | Students book  Specimens of crop pests  Crops attacked  Pesticides  Photography  Pests | KLB secondary Agriculture form 3 pg 213-226  Longhorn secondary Agriculture form 3 pg 83-86  Teachers guide pg 60-63  Gateway Agriculture revision paper 2 page 88  Golden tips agriculture page 70-75  Access secondary Agriculture page 97-98 |  |
|  | **2** |  | Crop pests control  cultural | By the end of the lesson, the learner should be able to  Describe the cultural pest control measures | Describing the cultural pest  Control measures  Note taking  Asking and answering questions | Students book  Crops attacked  Pesticides  Photographs of pests  School farm  Specimen of crop pests | KLB secondary Agriculture form 3 pg 228-230  Longhorn secondary Agriculture form 3 pg 185-186  Teachers guide pg 63-70  Gateway Agriculture revision paper 2 page 79  Golden tips agriculture page 71-72 |  |
|  | **3** | Crop pest and diseases | Crop pests | By the end of the lesson, the learner should be able to  Describe the mechanical pest control | Describing mechanical pest control  Asking and answering questions  Note taking | Students book  Specimen of crop pests  Crops attacked  Photographs of pests | KLB secondary Agriculture form 3 pg 226-227  Longhorn secondary Agriculture form 3 pg 186-188  Teachers guide pg 95  Gateway Agriculture revision paper 2 page 80  Golden tips agriculture page 7 |  |
|  | **4** |  | Crop pests | By the end of the lesson, the learner should be able to  Describe the biological pest control | Describing biological pest control  Asking and answering questions  Note taking  Explanations | Photographs of pests  Crops attacked  Specimens of crop pests | KLB secondary Agriculture form 3 pg 232  Longhorn secondary Agriculture form 3 pg 186-188  Teachers guide pg 95  Gateway Agriculture revision paper 2 page 88  Golden tips agriculture page 73-74 |  |
| **10** | **1** |  | Crop pests | By the end of the lesson, the learner should be able to  Describe chemical methods of pest control | Describing the chemical methods of pest control  Note taking  Asking and answering questions | Photographs of pests  Crops attacked  Specimens of crop pests | KLB secondary Agriculture form 3 pg 230-232  Longhorn secondary Agriculture form 3 pg 188-190  Teachers guide pg 95  Gateway Agriculture revision paper 2 page 88 |  |
|  | **2** | Crop pests and disease | Crop diseases | By the end of the lesson, the learner should be able to  Define a plant disease  Classify plant diseases  Explain harmful effects of crop diseases | Defining a plant diseases  Classifying plant diseases  Explaining the harmful effects of crop diseases | Students book  Specimens of diseases crops  Photographs  Fungicides | KLB secondary Agriculture form 3 pg 233-236  Longhorn secondary Agriculture form 3 pg 190-191  Teachers guide pg 96-99  Gateway Agriculture revision paper 2 page 88 |  |
|  | **3-4** | Crop pest and diseases | Crop diseases | By the end of the lesson, the learner should be able to  Identify common crop diseases | Identifying common crop diseases  Asking questions and answering  Note taking | Students book  Specimens of diseased crops  Photographs  Fungicides | KLB secondary Agriculture form 3 pg 233-241  Longhorn secondary Agriculture form 3 pg 191-197  Teachers guide pg 96-99  Gateway Agriculture revision paper 2 page 82-84 |  |
| **11** | **1-2** |  | Crop diseases | By the end of the lesson, the learner should be able to  classify plant diseases | Classifying plant  Diseases  Asking and answering questions  Explanations | Specimen of diseased crops  Photographs  Fungicides  Students book  Diagrams in the students books | KLB secondary Agriculture form 3 pg 233-238  Longhorn secondary Agriculture form 3 pg 191-197  Teachers guide pg 96-99  Gateway Agriculture revision paper 2 page 82-84  Golden tips agriculture page 74-77  Access secondary Agriculture page 97-98 |  |
|  | **3-4** |  | Crop diseases | By the end of the lesson, the learner should be able to  Describe the disease control crops  Carry out crop diseases control | Describing the disease control in crops  Carrying out crop disease control | Students book  Specimen of disease crops  Photographs  Fungicides  Diagrams in the students book | KLB secondary Agriculture form 3 pg 239-240  Longhorn secondary Agriculture form 3 pg 182-184  Teachers guide pg 95  Gateway Agriculture revision paper 2 page 84  Golden tips agriculture page 77-78  Access secondary Agriculture page 104-106 |  |
| **12** |  | **TOPICAL REVISION** | | | | | |  |
| **13** |  | **END OF TERM EXAMS** | | | | | |  |
| **14** |  |  | | | | | |  |

**AGRICULTURE SCHEMES OF WORK**

**FORM THREE 2016**

**TERM III**

**REFERENCES:**

1. Longhorn Secondary Agriculture Book
2. Golden Tips KCSE Agriculture
3. Certificate Agriculture Book
4. KLB Top Mark Agriculture
5. KLB Secondary Agriculture
6. Teacher’s Guide

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| WK | LSN | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| **1** | **1** | Crop Production (VI) | Production of maize | By the end of the lesson, the learner should be able to  Name hybrids, composites of maize  State the ecological requirement of maize  Describe, field establishments, management and harvesting maize & marketing | Naming hybrids composites  Stating the ecological requirements  Describing management harvesting and field establishment  Note making  Asking and answering questions | Garden tools  Samples of maize  School farms  Student book | KLB secondary Agriculture form 3 pg 242-250  Longhorn secondary Agriculture form 3 pg 200-202  Teachers guide pg 101-102  Gateway Agriculture revision paper 2 page 52,54,55  Golden tips agriculture page 57-58 |  |
|  | **2** |  | Production of millet | By the end of the lesson, the learner should be able to  Name hybrids, composites and cutting of millet  State the ecological requirement of millet  Describe field establishment, management, harvesting and marketing | Stating the ecological requirements  Describing field establishment management harvesting and marketing  Note making  Asking and answering questions  Naming the hybrids, composites cultwas | Garden tools  School farm  Sample of millet  Diagrams on the students book  charts | KLB secondary Agriculture form 3 pg 250-255  Longhorn secondary Agriculture form 3 pg 201-214  Teachers guide pg 101-102  Gateway Agriculture revision paper 2 page 56  Golden tips agriculture page 82-84  Access secondary Agriculture page 58 |  |
|  | **3** |  | Production of sorghum | By the end of the lesson, the learner should be able to  Name composites, hybrids, cultivar of sorghum  State the ecological requirements of sorghum  Describe the field establishment, management marketing and harvesting | Naming the hybrids, composite cultivars  Stating the ecological requirement of sorghum  Describing the field establishment management, harvesting and marketing  Asking and answering questions | Charts samples of sorghum  Garden tools  Diagrams on the students book | KLB secondary Agriculture form 3 pg 250-255  Longhorn secondary Agriculture form 3 pg 201-204  Teachers guide pg 101-102  Gateway Agriculture revision paper 2 page 56  Golden tips agriculture page 84-85  Access secondary Agriculture page 59-60 |  |
|  | **4** | Production Crop | Production of Beans | By the end of the lesson, the learner should be able to  State the varieties of beans grown  Describe the varieties of beans grown  Explaining the ecological requirements of maize  Describe field establishment management and harvesting marketing | Stating the varieties  Explaining the ecological requirements of maize  Describing field establishment, harvesting and marketing  Note making  Asking and answering questions | School farm  Garden tools  Seed samples  Students book | KLB secondary Agriculture form 3 pg 250-255  Longhorn secondary Agriculture form 3 pg 214-215  Teachers guide pg 101-102  Gateway Agriculture revision paper 2 page 56-58  Golden tips agriculture page 85-87  Access secondary Agriculture page 59-60 |  |
| **2** | **1-2** | Crop production | Gross Margin of Crop enterprises | By the end of the lesson, the learner should be able to  Compare and contrast the gross margin of maize/millet, sorghum and beans | Comparing and contrasting gross margins of maize, millet, sorghum and beans | Charts  Receipts  Tables  Chair  Farm records  Students book | KLB secondary Agriculture form 3 pg 243-268  Longhorn secondary Agriculture form 3 pg 218-219  Teachers guide pg 101-102  Gateway Agriculture revision paper 2 page 56-58  Golden tips agriculture page 85-87,79-90  Access secondary Agriculture page 57-63 |  |
|  | **3-4** | Crop production | Harvesting of cotton, sugarcane, pyrethrum | By the end of the lesson, the learner should be able to  describe the harvesting of cotton, pyrethrum and sugarcane | describing the harvesting of cotton, pyrethrum and sugarcane | photographs  diagrams in the students book  school farm  farm harvesting tools | KLB secondary Agriculture form 3 pg 263-264  Longhorn secondary Agriculture form 3 pg 221-224  Teachers guide pg 102-103  Gateway Agriculture revision paper 2 page 58-59  Golden tips agriculture page 85-87,79-90  Access secondary Agriculture page 57-63 |  |
| **3** | **1** | Crop Production | Harvesting of cotton, sugarcane, pyrethrum | By the end of the lesson, the learner should be able to  Describe the harvesting of cotton, pyrethrum and sugar cane | Describing the harvesting of cotton, pyrethrum and sugarcane | Photographs  Diagrams in the students book  School farm  Farm harvesting tools | KLB secondary Agriculture form 3 pg 264-266  Longhorn secondary Agriculture form 3 pg 224-226  Teachers guide pg 103-105  Gateway Agriculture revision paper 2 page 59 |  |
|  | **2** | Crop production | Harvesting of tea and coffee | By the end of the lesson, the learner should be able to  Describe the harvesting of tea and coffee | Describing the harvesting of tea and coffee | Diagrams in the students book  Photographs  Harvesting tools  Charts | KLB secondary Agriculture form 3 pg 226-268  Longhorn secondary Agriculture form 3 pg 226-228  Teachers guide pg 103-105  Gateway Agriculture revision paper 2 page 59-60  Golden tips agriculture page 88-89 |  |
|  | **3-4** | Crops forage | Pastures classifications | By the end of the lesson, the learner should be able to  Define pastures and forage crops  Classify pastures | Defining pastures and forage crops  Classifying pastures & forage | Students book  Specimens of pastures  Photographs of forage crops charts | KLB secondary Agriculture form 3 pg 269-272  Longhorn secondary Agriculture form 3 pg 230-234  Teachers guide pg 106-107  Gateway Agriculture revision paper 2 page 59-60  Golden tips agriculture page 108  Access secondary revision page 72 |  |
| **4** | **1** |  | Pastures establishment management | By the end of the lesson, the learner should be able to  Describe pasture establishment  Describe pasture management | Describing pasture establishment  Describing pasture management note taking | Specimens of pastures  Photographs of forage crops  Garden tools | KLB secondary Agriculture form 3 pg 272-276  Longhorn secondary Agriculture form 3 pg 234-236  Teachers guide pg 106-107  Golden tips agriculture page 109  Access secondary revision page 72 |  |
|  | **2** |  | Pastures utilizations | By the end of the lesson, the learner should be able to  Describe various methods of pasture utilization | Describing various methods of pastures  Utilization  Asking and answering questions | Specimens of pastures  Photographs of forage crops  Students book | KLB secondary Agriculture form 3 pg 277-280  Longhorn secondary Agriculture form 3 pg 326-340  Teachers guide pg 107  Gateway Agriculture revision paper 2 page 59-60  Golden tips agriculture page 109 |  |
|  | **3** | Forage Crops | Grazing methods | By the end of the lesson, the learner should be able to  Explain the two grazing methods  State the advantages and disadvantages of each | Explaining the two grazing methods  Stating the advantages and disadvantages of each | Diagrams in the students book  Photographs  charts | KLB secondary Agriculture form 3 pg 280-283  Gateway Agriculture revision paper 2 page 59-60  Access secondary agriculture page 73-74  Golden tips agriculture page 110-111 |  |
|  | **4** |  | Folder crops  Napier grass | By the end of the lesson, the learner should be able to  State the ecological requirements of Napier grass  Describe the field establishment, management and utilization | Describing the field production of Napier grass | Samples of folder crop  School farm  Photographs  Charts  Students book | KLB secondary Agriculture form 3 pg 283-287  Longhorn secondary Agriculture form 3 pg 241-242  Teachers guide pg 107  Gateway Agriculture revision paper 2 page 88  Access secondary revision page 94 |  |
| **5** | **1** | Forage crops | Sorghum  Guatemala grass | By the end of the lesson, the learner should be able to  Describe the production of Guatemala grass under ecological requirements, establishment, management and utilization  Describe the production of sorghum under ecological requirements establishment, management and utilization | Describing the field production of sorghum and Guatemala grass | Students book  Specimens of fodder crops  Photographs of forage crops  School farm | KLB secondary Agriculture form 3 pg 269-272  Longhorn secondary Agriculture form 3 pg 242-244  Teachers guide pg 108  Gateway Agriculture revision paper 2 page 89 |  |
|  | **2** |  | Kales  Edible  Canaa | By the end of the lesson, the learner should be able to  describe the production of kales under ecological requirements | Explanations  Note taking | School farm  Photographs of folder  Specimen of fodder crops | KLB secondary Agriculture form 3 pg 291-292  Longhorn secondary Agriculture form 3 pg 244-245  Teachers guide pg 108  Gateway Agriculture revision paper 2 page 89-90  Golden tips agriculture page 108  Access secondary revision page 75-76 |  |
|  | **3-4** |  | Fodder crops  Lucerne  Kenya white clover | By the of the end of the lesson, the learner should be able to  Describe the production of Lucerne under ecological requirements, establishment and utilization  Describe the production of Kenya white clover under ecological, requirement establishment, management and utilization | Describing the production of Lucerne, Kenya white clover  Note making  Asking and answering questions | Students book  Specimens of  Fodder crops  Photographs of Forage crops | KLB secondary Agriculture form 3 pg 269-272  Longhorn secondary Agriculture form 3 pg 230-234  Teachers guide pg 106-107  Gateway Agriculture revision paper 2 page 59-60  Golden tips agriculture page 108  Access secondary revision page 72 |  |
| **6** | **1** | Forage Crops | Fodder crops  Disodium  Marigold | By the end of the lesson, the learner should be able to  Describe the production of disodium under ecological requirements establishment, management and utilization  Describe the production of marigold under ecological requirements and utilization | Describing the field production of disodium and marigold | Students book  Specimens of fodder crops  Photographs of fodder crops  School farm | KLB secondary Agriculture form 3 pg 295-297  Longhorn secondary Agriculture form 3 pg 247-248  Teachers guide pg 108  Golden tips agriculture page 112  Access secondary revision page 77 |  |
|  | **2** | Forage Crops | Agroforestry | By the end of the lesson, the learner should be able to  Describe agroforestry under ecological requirement, management and utilization | Describing agro forestry tree/bushes  Asking and answering questions  Note making | Student’s book  Specimens of fodder crops  Photographs of forage crops  School farm | KLB secondary Agriculture form 3 pg 297-299  Longhorn secondary Agriculture form 3 pg 248-249  Teachers guide pg 108  Golden tips agriculture page 86,99 |  |
|  | **3-4** |  | Forage Conservation | By the end of the lesson, the learner should be able to  Define lay making  Describe silage making  Describe standing lay | Defining lay making  Describing the making of lay silage and standing lay  Asking and answering questions  Drawing diagrams | Tools used  School farm  Specimens of lay  Silage  School farm  Diagrams in the students book | Longhorn secondary Agriculture form 3 pg 250-253  Teachers guide pg 114-116  Gateway Agriculture revision paper 2 page 66-67  Golden tips agriculture page 112-113 |  |
| **7** | **1** | Health Livestock Diseases (III) | Terms used in livestock diseases  Protozoan diseases  E.C.F (East Coast Fever) | By the end of the lesson, the learner should be able to  Define terms used in livestock diseases  Describe cause symptoms and control | Defining terms  Describing the East Coast Fever  Asking and answering questions  Note making | School farms  Photographs of animals with the disease  Diagrams in the students book  Cattle dip | KLB secondary Agriculture form 3 pg 308-312  Longhorn secondary Agriculture form 3 pg 114-116  Teachers guide pg 106-107  Gateway Agriculture revision paper 2 page 66-67 |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2** |  | Anaplasmosis | By the end of the lesson, the learner should be able to  Describe the cause, symptoms and control of anaplasmosis | Describing anaplasmosis | School farm  Photograph of animal with the disease  Diagrams in the students book  Students book | KLB secondary Agriculture form 3 pg 312  Longhorn secondary Agriculture form 3 pg 256-257  Teachers guide pg 114-116  Gateway Agriculture revision paper 2 page 66-67  Golden tips agriculture page 316  Access secondary revision page 204 |  |
|  | **3** | Livestock diseases | Protozoan diseases  Coccidiosis | By the end of the lesson, the learner should be able to  Describe cause, symptoms and control of coccidiosisis | Describing coccidiosisis  Note making  Asking and answering questions | Photographs of animals with the disease  School farm  Diagrams in the students book | KLB secondary Agriculture form 3 pg 312-313  Longhorn secondary Agriculture form 3 pg 257-258  Teachers guide pg 114-116  Gateway Agriculture revision paper 2 page 66-67  Golden tips agriculture page 316  Access secondary revision page 204 |  |
|  | **4** |  | Tryponosomiasis | By the end of the lesson, the learner should be able to  Describe cause, symptoms and control of Trypanosomiasis | Describing trypanosomiasis  Note taking  Asking and answering questions | Photographs of animals with the disease  School farm  Diagrams in the students book | KLB secondary Agriculture form 3 pg 314  Longhorn secondary Agriculture form 3 pg 257-258  Teachers guide pg 114-116  Gateway Agriculture revision paper 2 page 66-67  Golden tips agriculture page 317  Access secondary revision page 204-205 |  |
| **8** | **1** |  | Bacteria diseases  Fowl typhoid | By the end of the lesson, the learner should be able to  Describe cause, symptoms and control of fowl typhoid | Describing fowl typhoid  Note making  Answering and asking questions | Farm  Photographs of the affected animals  Diagrams in the students books  School farm | KLB secondary Agriculture form 3 pg 317-318  Longhorn secondary Agriculture form 3 pg 259-260  Teachers guide pg 116-117  Gateway Agriculture revision paper 2 page 67-71 |  |
|  | **2** |  | Foot rot | By the end of the lesson, the learner should be able to  Describe cause, symptoms and control of foot rot | Describing foot rot  Disease  Note making  Asking and answering questions | School farm  Students book  Photographs of animal affected  Diagrams in the students book | KLB secondary Agriculture form 3 pg 318-319  Longhorn secondary Agriculture form 3 pg 260-261  Teachers guide pg 116-117  Gateway Agriculture revision paper 2 page 67-71  Access secondary revision page 205-206 |  |
|  | **3** | Livestock Health (III) diseases | Bacterial diseases  Contagious abortion | By the end of the lesson, the learner should be able to  Describe the causes, symptoms and control of contagious abortion | Describing contagious abortion  Note making | Photographs of affected students book  Farm (Livestock)  School farm  Diagrams in the students book | KLB secondary Agriculture form 3 pg 319-320  Longhorn secondary Agriculture form 3 pg 261-262  Teachers guide pg 116-117  Gateway Agriculture revision paper 2 page 67-71  Access secondary revision page 206 |  |
|  | **4** |  | scours | By the end of the lesson, the learner should be able to  Describe the causes, symptoms and the control of scours | Describing scours  Note taking  Asking and answering questions | Photographs of animals with the disease  Students book  Farm (Livestock)  Diagrams in the students book | KLB secondary Agriculture form 3 pg 320-321  Longhorn secondary Agriculture form 3 pg 261-262  Teachers guide pg 116-117  Gateway Agriculture revision paper 2 page 314  Access secondary revision page 206-207 |  |
| **9** | **1** |  | Bacterial Black quarter  Mastitis | By the end of the lesson, the learner should be able to  Describe the cause, symptoms and control of mastitis  Describe the cause, symptoms and control of black quarter | Describing the mastitis  Describing the black quarter  Note making  drawings | school farm  diagrams in the students book  Photographs of affected animals  Students book | KLB secondary Agriculture form 3 pg 321-322,315-317  Longhorn secondary Agriculture form 3 pg 263-264  Teachers guide pg 116-117  Golden tips agriculture page 314  Access secondary revision page 207 |  |
|  | **2** |  | Anthrax Pneumonia | By the end of the lesson, the learner should be able to  Describe cause, symptoms and control of anthrax  Describe cause, symptoms and control of pneumonia | Describing the Anthrax  Describing the pneumonia  Asking and answering questions | Photographs of animal with the disease  School farm  Livestock farm  Diagrams on the students books | KLB secondary Agriculture form 3 pg 312  Longhorn secondary Agriculture form 3 pg 256-257  Teachers guide pg 116-117  Gateway Agriculture revision paper 2 page 67-71  Golden tips agriculture page 314  Access secondary revision page 208-209 |  |
|  | **3-4** | Livestock Diseases | Viral Diseases  Foot & Mouth  Rinderpest | By the end of the lesson, the learner should be able to  Describe cause, symptom and control of foot and mouth  Describe cause, symptom and control of Rinderpest | Describing foot and mouth and Rinderpest  Asking and answering questions  Note making | Photographs of the animal with the disease  Students book  Chalk board  School farm  Livestock farm  Diagrams in the students book  Charts | KLB secondary Agriculture form 3 pg 325-326  Longhorn secondary Agriculture form 3 pg 267-269  Teachers guide pg 116-117  Gateway Agriculture revision paper 2 page 71-74  Access secondary revision page 209-210 |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **10** | **1** |  | New castle | By the end of the lesson, the learner should be able to  Describe cause, symptoms and control a new castle | Describing new castle  Asking and answering questions | Photographs of animal with the disease  School farm  Livestock farm  Diagrams in the students book | KLB secondary Agriculture form 3 pg 326-327  Longhorn secondary Agriculture form 3 pg 269-270  Teachers guide pg 117-118  Gateway Agriculture revision paper 2 page 71-74  Golden tips agriculture page 316  Access secondary revision page 210 |  |
|  | **2** |  | Fowl Pox | By the end of the lesson, the learner should be able to  Describe cause, symptoms and control of fowl pox | Describing fowl pox disease  Asking and answering questions | Livestock farm  School farms  Students book  Photographs of the affected animal | KLB secondary Agriculture form 3 pg 327-329  Longhorn secondary Agriculture form 3 pg 269-270  Teachers guide pg 117-118  Golden tips agriculture page 315  Access secondary revision page 211 |  |
|  | **3** |  | Gumboro | By the end of the lesson, the learner should be able to  Describe cause, symptoms and control of Gumboro | Describing Gumboro  Asking and answering questions  Note making | Photograph of affected animal  Livestock farm  School farm  Students book | KLB secondary Agriculture form 3 pg 329  Longhorn secondary Agriculture form 3 pg 271-272  Teachers guide pg 117-118  Golden tips agriculture page 315  Access secondary revision page 211 |  |
|  | **4** | Livestock Diseases | African Swine Fever | By the end of the lesson, the learner should be able to  Describe cause, symptom and control of African Swine Fever | Describing African Swine Fever  Note taking  Asking and answering questions | Photograph of animals with the disease  Diagrams in the students book  School farm  Livestock farm | KLB secondary Agriculture form 3 pg 330-332  Longhorn secondary Agriculture form 3 pg 272-273  Teachers guide pg 118-119  Gateway Agriculture revision paper 2 page 66-67  Golden tips agriculture page 317  Access secondary revision page 212 |  |
| **11** | **1** |  | Nutritional disorders  Milk fever | By the end of the lesson, the learner should be able to  Describe causes, symptoms and control, treatment of milk fever | Describing milk fever  Note making  Asking and answering questions | Photographs of animals with the disease  Diagrams in the students book  School farm  Livestock farm | KLB secondary Agriculture form 3 pg 330-332  Longhorn secondary Agriculture form 3 pg 272-273  Teachers guide pg 118-119  Gateway Agriculture revision paper 2 page 66-67  Golden tips agriculture page 317  Access secondary revision page 212 |  |
|  | **2** |  | Bloat | By the end of the lesson, the learner should be able to  Describe the cause, symptom and the control of bloat | Describing bloat diseases  Drawing the process of control using surgical means  Asking and answering questions | Troca and canular  Photographs of the animals with the disease  Diagrams in the students book  School farm | KLB secondary Agriculture form 3 pg 332-333  Longhorn secondary Agriculture form 3 pg 272-273  Teachers guide pg 118-119  Gateway Agriculture revision paper 2 page 66-67  Golden tips agriculture page 317  Access secondary revision page 212 |  |
| **12 EXAMINATION** | | | | | | | | |