**Reference books used**

* *MTP Agriculture Grade 9 T.G & Learners book.*

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| **Wk** | **LSN** | **strand** | **Sub-strand** | **Specific Learning Outcomes** | **Key Inquiry**  **Question(s)** | **Learning Experiences** | **Learning Resources** | **Assessment**  **Methods** | **Refl** |
| **1** | **1** | **CONSERVATION OF RESOURCES** | Conserving | By the end of the lesson, the learner should be able to:   1. describe methods of conserving forage in coping with drought, 2. observe pictures of baled hay making. 3. adopt conservation of forage in coping with drought. | How can hay | Learners are guided to: | Sample forage, resources for | Observation  Written  tests and assignments  Projects.  Oral  assessment |  |
|  |  | Animal Feed: | conservation | * use digital and print resources | making hay, photos, sisal |
|  |  | Hay –  methods of conserving | contribute to  coping  with drought? | to search for information and  share experiences on methods of conserving forage in coping with | MTP Agric Grd 9 T.G Pg. 1-4  MTP Agric Grd 9 P.B Pg. 1-4 |
|  |  |  | hay - baled |  | drought (baled haymaking). |  |
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|  | **2** | **CONSERVATION OF RESOURCES** | Standing | By the end of the lesson, the learner should be able to:   1. describe standing forage as a method of conserving forage in coping with drought, 2. observe pictures of standing forage 3. adopt conservation of forage in coping with drought. | How can hay | Learners are guided to: | Sample forage, resources for | Observation  Written  tests and  assignments  Projects.  Oral  assessment |  |
|  | forage | conservation | * use digital and print resources | making hay, photos, sisal |
|  |  | contribute to | to search for information and | MTP Agric Grd 9 T.G Pg. 1-4 |
|  |  | coping | share experiences on methods of | MTP Agric Grd 9 P.B Pg. 5-8 |
|  |  | with drought? | conserving forage in coping with |  |
|  |  |  | drought (standing forage) |  |
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|  | **3** | **CONSERVATION OF RESOURCES** | stacking | By the end of the lesson, the learner should be able to:   1. describe standing forage as a method of conserving forage in coping with drought, 2. observe pictures of standing forage 3. adopt conservation of forage in coping with drought. | How can hay | Learners are guided to: | Sample forage, resources for | Observation  Written  tests and  assignments  Projects.  Oral  assessment |  |
|  |  | conservation | * use digital and print resources | making hay, photos, sisal |
|  |  | contribute to | to search for information and | MTP Agric Grd 9 T.G Pg. 1-4 |
|  |  | coping | share experiences on methods of | MTP Agric Grd 9 P.B Pg. 5-8 |
|  |  | with drought? | conserving forage in coping with |  |
|  |  |  | drought (stacking method) |  |
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| **Wk** | **LSN** | **strand** | **Sub-strand** | **Specific Learning Outcomes** | **Key Inquiry**  **Question(s)** | **Learning Experiences** | **Learning Resources** | **Assessment**  **Methods** | **Refl** |
|  | **4** | **CONSERVATION OF RESOURCES** | Conserving hay using baled method | By the end of the lesson, the learner should be able to:   1. explain the process of baled hay making. 2. Collect materials necessary for making baled hay. 3. adopt conservation of forage in coping with drought. | How can hay conservation contribute to coping  with drought? | Learners are guided to:   * conserve forage through stacking and box-bailing methods using locally available materials such as grass and maize stover to make hay for drought season. | Sample forage, resources for making hay, photos, sisal MTP Agric Grd 9 T.G Pg. 1-4 MTP Agric Grd 9 P.B Pg. 1-4 | Observation  Written tests and assignments  Projects.  Oral  assessment |  |
| **2** | **1** | **CONSERVATION OF RESOURCES** | Conserving hay using baled method | By the end of the lesson, the learner should be able to:   1. explain the process of baled hay making. 2. conserve forage to cope with drought using baled method. 3. adopt conservation of forage in coping with drought. | How can hay conservation contribute to coping  with drought? | Learners are guided to:   * conserve forage through stacking and box-bailing methods using locally available materials such as grass and maize stover to make hay for drought season. | Sample forage, resources for making hay, photos, sisal MTP Agric Grd 9 T.G Pg. 1-4 MTP Agric Grd 9 P.B Pg. 1-4 | Observation  Written tests and assignments  Projects.  Oral assessment |  |
|  | **2** | **CONSERVATION OF RESOURCES** | Conserving hay using standing forage | By the end of the lesson, the learner should be able to:   1. explain the process of standing forage making. 2. Collect materials necessary for making standing forage 3. adopt conservation of forage in coping with drought. | How can hay conservation contribute to coping  with drought? | Learners are guided to:   * conserve forage through stacking and box-bailing methods using locally available materials such as grass and maize stover to make hay for drought season. | Sample forage, resources for making hay, photos, sisal MTP Agric Grd 9 T.G Pg. 1-4 MTP Agric Grd 9 P.B Pg. 5-8 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
|  | **3** | **CONSERVATION OF RESOURCES** | Conserving hay using standing forage | By the end of the lesson, the learner should be able to:   1. explain the process of baled hay making. 2. conserve forage to cope with drought using standing forage method. 3. adopt conservation of forage in coping with drought. | How can hay conservation contribute to coping  with drought? | Learners are guided to:   * conserve forage through stacking and box-bailing methods using locally available materials such as grass and maize stover to make hay for drought season. | Sample forage, resources for making hay, photos, sisal MTP Agric Grd 9 T.G Pg. 1-4 MTP Agric Grd 9 P.B Pg. 5-8 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
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| **Wk** | **LSN** | **strand** | **Sub-strand** | **Specific Learning Outcomes** | **Key Inquiry**  **Question(s)** | **Learning Experiences** | **Learning Resources** | **Assessment**  **Methods** | **Refl** |
|  | **4** | **CONSERVATION OF RESOURCES** | Conserving hay using stacking method | By the end of the lesson, the learner should be able to:   1. explain the process of making hay using stacking method. 2. Collect materials necessary for making stacked hay 3. adopt conservation of forage in coping with drought. | How can hay conservation contribute to coping  with drought? | Learners are guided to:   * conserve forage through stacking and box-bailing methods using locally available materials such as grass and maize stover to make hay for drought season. | Sample forage, resources for making hay, photos, sisal MTP Agric Grd 9 T.G Pg. 1-4 MTP Agric Grd 9 P.B Pg. 5-8 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
| **3** | **1** | **CONSERVATION OF RESOURCES** | Conserving hay using stacking method | By the end of the lesson, the learner should be able to:   1. explain the process of stacking method in hay making. 2. conserve forage to cope with drought using stacking method. 3. adopt conservation of forage in coping with drought. | How can hay conservation contribute to coping  with drought? | Learners are guided to:   * conserve forage through stacking and box-bailing methods using locally available materials such as grass and maize stover to make hay for drought season. | Sample forage, resources for making hay, photos, sisal MTP Agric Grd 9 T.G Pg. 1-4 MTP Agric Grd 9 P.B Pg. 5-8 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
|  | **2** | **CONSERVATION OF RESOURCES** | Importance of conserving forage at household level | By the end of the lesson, the learner should be able to:   1. List the importance of conserving forage at household level. 2. Examine the importance of the various methods of hay conservation at household level 3. adopt conservation of forage in coping with drought. | How can hay conservation contribute to coping  with drought? | Learners are guided to:   * discuss and make a class presentation on how households can adopt conservation of forage in coping with drought. | Sample forage, resources for making hay, photos, sisal MTP Agric Grd 9 T.G Pg. 1-4 MTP Agric Grd 9 P.B Pg. 5-8 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
|  | **3** | **CONSERVATION OF RESOURCES** | How to ensure that hay is of good quality | By the end of the lesson, the learner should be able to:   1. List the methods of conserving hay. 2. Analyze how to ensure quality of hay in each method. 3. adopt conservation of forage in coping with drought. | How can hay conservation contribute to coping  with drought? | Learners are guided to:   * discuss the qualities of a good hay made by any of the methods. | Sample forage, resources for making hay, photos, sisal MTP Agric Grd 9 T.G Pg. 1-4 MTP Agric Grd 9 P.B Pg. 5-8 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
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| **Wk** | **LSN** | **strand** | **Sub-strand** | **Specific Learning Outcomes** | **Key Inquiry**  **Question(s)** | **Learning Experiences** | **Learning Resources** | **Assessment**  **Methods** | **Refl** |
|  | **4** | **CONSERVATION OF RESOURCES** | How to ensure that hay is of good quality | By the end of the lesson, the learner should be able to:   1. List the methods of conserving hay. 2. Analyze how to ensure quality of hay in each method. 3. adopt conservation of forage in coping with drought. | How can hay conservation contribute to coping  with drought? | Learners are guided to:   * discuss the qualities of a good hay made by any of the methods. | Sample forage, resources for making hay, photos, sisal MTP Agric Grd 9 T.G Pg. 1-4 MTP Agric Grd 9 P.B Pg. 5-8 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
| **4** | **1** | Conserving Leftover Food | Left over foods | By the end of the lesson, the learner should be able to:   1. Explain the meaning of leftover food. 2. Observe pictures of leftover foods 3. embrace the use of leftover food to avoid food wastage. | How is leftover food prepared for use to prevent food wastage? | Learners are guided to:   * search and share experiences On leftover foods. Observe the pictures and comment. | Cooking tools and  equipment’s, left over foods,  cleaning materials  MTP Agric Grd 9 T.G Pg. 5-10 MTP Agric Grd 9 P.B Pg. 9-10 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
|  | **2** | Conserving Leftover Food | Ways of conserving left over foods | By the end of the lesson, the learner should be able to:   1. explain ways of conserving left over foods. 2. Observe pictures of ways of conserving leftover foods. 3. embrace the use of leftover food to avoid food wastage. | How is leftover food prepared for use to prevent food wastage? | Learners are guided to:   * search and share experiences on Ways of conserving left over foods | Cooking tools and  equipment’s, left over foods,  cleaning materials  MTP Agric Grd 9 T.G Pg. 5-10 MTP Agric Grd 9 P.B Pg. 9-10 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
|  | **3** | Conserving Leftover Food | Hygiene practices when handling left over foods | By the end of the lesson, the learner should be able to:   1. list hygiene practices when preparing left over foods. 2. Observe hygienic practices when preparing left over foods. 3. embrace the use of leftover food to avoid food wastage. | How is leftover food prepared for use to prevent food wastage? | Learners are guided to:   * Brainstorm on hygiene practices when handling leftover foods. | Cooking tools and  equipment’s, left over foods,  cleaning materials  MTP Agric Grd 9 T.G Pg. 5-10 MTP Agric Grd 9 P.B Pg. 9-10 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
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| **Wk** | **LSN** | **strand** | **Sub-strand** | **Specific Learning Outcomes** | **Key Inquiry**  **Question(s)** | **Learning Experiences** | **Learning Resources** | **Assessment**  **Methods** | **Refl** |
|  | **4** | Conserving Leftover Food | Importance of conserving left over foods | By the end of the lesson, the learner should be able to:   1. explain the importance of conserving leftover food at home 2. Make Posters on the importance of conserving left over foods. 3. embrace the use of leftover food to avoid food wastage. | How is leftover food prepared for use to prevent food wastage? | Learners are guided to:   * search and share experiences importance of conserving leftover food at home. | Cooking tools and  equipment’s, left over foods,  cleaning materials  MTP Agric Grd 9 T.G Pg. 5-10 MTP Agric Grd 9 P.B Pg. 9-10 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
| **5** | **1** | Conserving Leftover Food | Preparing leftover foods to avoid wastage- ugali | By the end of the lesson, the learner should be able to:   1. explain how to conserve left over ugali 2. prepare leftover food ugali to avoid wastage 3. embrace the use of leftover food to avoid food wastage. | How is leftover food prepared for use to prevent food wastage? | Learners are guided to:   * prepare leftover food for consumption through methods such as reheating or preparing another recipe to avoid wastage. * make presentations on various recipes adopted from leftover food to avoid food wastage. | Cooking tools & equipment’s, left over foods, cleaning materials  MTP Agric Grd 9 T.G Pg. 5-10 MTP Agric Grd 9 P.B Pg. 12- 13 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
|  | **2** | Conserving Leftover Food | Preparing leftover foods to avoid wastage- ugali | By the end of the lesson, the learner should be able to:   1. explain how to conserve left over ugali 2. prepare leftover food ugali to avoid wastage 3. embrace the use of leftover food to avoid food wastage. | How is leftover food prepared for use to prevent food wastage? | Learners are guided to:   * prepare leftover food for consumption through methods such as reheating or preparing another recipe to avoid wastage. * make presentations on various recipes adopted from leftover food to avoid food wastage. | Cooking tools and  equipment’s, left over foods,  cleaning materials  MTP Agric Grd 9 T.G Pg. 5-10 MTP Agric Grd 9 P.B Pg. 12- 13 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
|  | **3** | Conserving Leftover Food | Preparing leftover foods to avoid wastage- chapati | By the end of the lesson, the learner should be able to:   1. explain how to conserve left over chapati 2. prepare leftover chapati to avoid wastage 3. embrace the use of leftover food to avoid food wastage. | How is leftover food prepared for use to prevent food wastage? | Learners are guided to:   * prepare leftover food for consumption through methods such as reheating or preparing another recipe to avoid wastage. * make presentations on various recipes adopted from leftover food to avoid food wastage. | Cooking tools and equipment’s, left over foods, cleaning materials  MTP Agric Grd 9 T.G Pg. 5-10 MTP Agric Grd 9 P.B Pg. 13 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |

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| **Wk** | **LSN** | **strand** | **Sub-strand** | **Specific Learning Outcomes** | **Key Inquiry**  **Question(s)** | **Learning Experiences** | **Learning Resources** | **Assessment**  **Methods** | **Refl** |
|  | **4** | Conserving Leftover Food | Preparing leftover foods to avoid wastage- boiled arrowroots | By the end of the lesson, the learner should be able to:   1. explain how to conserve left over boiled arrowroots 2. prepare leftover boiled arrowroots to avoid wastage 3. embrace the use of leftover food to avoid food wastage. | How is leftover food prepared for use to prevent food wastage? | Learners are guided to:   * prepare leftover food for consumption through methods such as reheating or preparing another recipe to avoid wastage. * make presentations on various recipes adopted from leftover food to avoid food wastage. | Cooking tools and  equipment’s, left over foods,  cleaning materials  MTP Agric Grd 9 T.G Pg. 5-10 MTP Agric Grd 9 P.B Pg. 14 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
| **6** | **1** | Conserving Leftover Food | Preparing leftover foods to avoid wastage- githeri | By the end of the lesson, the learner should be able to:   1. explain how to conserve left over githeri 2. prepare leftover githeri to avoid wastage 3. embrace the use of leftover food to avoid food wastage. | How is leftover food prepared for use to prevent food wastage? | Learners are guided to:   * prepare leftover food for consumption through methods such as reheating or preparing another recipe to avoid wastage. * make presentations on various recipes adopted from leftover food to avoid food wastage. | Cooking tools and equipment’s, left over foods, cleaning materials  MTP Agric Grd 9 T.G Pg. 5-10 MTP Agric Grd 9 P.B Pg. 15-16 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
|  | **2** | Conserving Leftover Food | Preparing leftover foods to avoid wastage- githeri | By the end of the lesson, the learner should be able to:   1. explain how to conserve left over githeri 2. prepare leftover githeri to avoid wastage   a) embrace the use of leftover food to avoid food wastage. | How is leftover food prepared for use to prevent food wastage? | Learners are guided to:   * prepare leftover food for consumption through methods such as reheating or preparing another recipe to avoid wastage. * make presentations on various recipes adopted from leftover food to avoid food wastage. | Cooking tools and  equipment’s, left over foods,  cleaning materials  MTP Agric Grd 9 T.G Pg. 5-10 MTP Agric Grd 9 P.B Pg. 15- 16 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
|  | **3** | Conserving Leftover Food | Preparing leftover foods to avoid wastage- rice | By the end of the lesson, the learner should be able to:   1. explain how to conserve left over rice 2. prepare leftover rice to avoid wastage 3. embrace the use of leftover food to avoid food wastage. | How is leftover food prepared for use to prevent food wastage? | Learners are guided to:   * prepare leftover food for consumption through methods such as reheating or preparing another recipe to avoid wastage. * make presentations on various recipes adopted from leftover food to avoid food wastage. | Cooking tools and  equipment’s, left over foods,  cleaning materials  MTP Agric Grd 9 T.G Pg. 5-10 MTP Agric Grd 9 P.B Pg. 16- 19 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |

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| **Wk** | **LSN** | **strand** | **Sub-strand** | **Specific Learning Outcomes** | **Key Inquiry**  **Question(s)** | **Learning Experiences** | **Learning Resources** | **Assessment**  **Methods** | **Refl** |
|  | **4** | **Integrated Farming** | Integrated farming meaning and goals | By the end of the lesson, the learner should be able to:   1. define the term integrated farming. 2. Observe pictures of integrated farming. 3. appreciate the importance of integrated farming in the conservation of resources. | How can integrated farming conserve resources? | Learners are guided to:   * Brainstorm on the meaning of integrated farming and its goals. | Manila sheet, materials for making farm model, felt pens MTP Agric Grd 9 T.G Pg. 11- 12  MTP Agric Grd 9 P.B Pg. 20 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
| **7** | **1** | **Integrated Farming** | Components of integrated farming- Piggery | By the end of the lesson, the learner should be able to:   1. describe components of integrated farming in conserving resources, 2. Examine piggery as a component of integrated farming 3. appreciate the importance of integrated farming in the conservation of resources. | How can integrated farming conserve resources? | Learners are guided to:   * take an excursion or search for information on integrated farming practices to find out how components of integrated farming help in conserving resources. | Manila sheet, materials for making farm model, felt pens MTP Agric Grd 9 T.G Pg. 11- 12  MTP Agric Grd 9 P.B Pg. 20 HEALTHY PLANET Agric Grd 9 T.G Pg. 10  HEALTHY PLANET Agric Grd 9 P.B Pg. 19-20 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
|  | **2** | **Integrated Farming** | Components of integrated farming- Poultry | By the end of the lesson, the learner should be able to:   1. List the components of integrated farming in conserving resources, 2. Examine poultry as a component of integrated farming 3. appreciate the importance of integrated farming in the conservation of resources. | How can integrated farming conserve resources? | Learners are guided to:   * take an excursion or search for information on integrated farming practices to find out how components of integrated farming help in conserving resources. | Manila sheet, materials for making farm model, felt pens MTP Agric Grd 9 T.G Pg. 11- 12  MTP Agric Grd 9 P.B Pg. 20 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
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| **Wk** | **LSN** | **strand** | **Sub-strand** | **Specific Learning Outcomes** | **Key Inquiry**  **Question(s)** | **Learning Experiences** | **Learning Resources** | **Assessment**  **Methods** | **Refl** |
|  | **3** | **Integrated Farming** | Components of integrated farming- Duckery | By the end of the lesson, the learner should be able to:   1. List the components of integrated farming in conserving resources, 2. Examine duckery as a component of integrated farming 3. appreciate the importance of integrated farming in the   conservation of resources. | How can integrated farming conserve resources? | Learners are guided to:   * take an excursion or search for information on integrated farming practices to find out how components of integrated farming help in conserving resources. | Manila sheet, materials for making farm model, felt pens MTP Agric Grd 9 T.G Pg. 11- 12  MTP Agric Grd 9 P.B Pg. 20 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
|  | **4** | **Integrated Farming** | Components of integrated farming- Fishing | By the end of the lesson, the learner should be able to:   1. List the components of integrated farming in conserving resources, 2. Examine fishing as a component of integrated farming 3. appreciate the importance of integrated farming in the conservation of resources. | How can integrated farming conserve resources? | Learners are guided to:   * take an excursion or search for information on integrated farming practices to find out how components of integrated farming help in conserving resources. | Manila sheet, materials for making farm model, felt pens MTP Agric Grd 9 T.G Pg. 11- 12  MTP Agric Grd 9 P.B Pg. 20 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
| **8** | **HALF TERM** | | | | | | | | |
| **9** | **1** | **Integrated Farming** | Components of integrated farming- Plantation crops | By the end of the lesson, the learner should be able to:   1. List the components of integrated farming in conserving resources, 2. Examine plantation crops as a component of integrated farming 3. appreciate the importance of integrated farming in the   conservation of resources. | How can integrated farming conserve resources? | Learners are guided to:   * take an excursion or search for information on integrated farming practices to find out how components of integrated farming help in conserving resources. | Manila sheet, materials for making farm model, felt pens MTP Agric Grd 9 T.G Pg. 11- 12  MTP Agric Grd 9 P.B Pg. 20 HEALTHY PLANET Agric Grd 9 T.G Pg. 10 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
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| **Wk** | **LSN** | **strand** | **Sub-strand** | **Specific Learning Outcomes** | **Key Inquiry**  **Question(s)** | **Learning Experiences** | **Learning Resources** | **Assessment**  **Methods** | **Refl** |
|  | **2** | **Integrated Farming** | Components of integrated farming- Apiary | By the end of the lesson, the learner should be able to:   1. List the components of integrated farming in conserving resources, 2. Examine apiary as a component of integrated farming models 3. appreciate the importance of   integrated farming in the conservation of resources. | How can integrated farming conserve resources? | Learners are guided to:   * take an excursion or search for information on integrated farming practices to find out how components of integrated farming help in conserving resources. | Manila sheet, materials for making farm model, felt pens MTP Agric Grd 9 T.G Pg. 11- 12  MTP Agric Grd 9 P.B Pg. 20 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
|  | **3** | **Integrated Farming** | Components of integrated farming- Mushroom cultivation | By the end of the lesson, the learner should be able to:   1. List the components of integrated farming in conserving resources, 2. Examine mushroom cultivation as a component of integrated farming models 3. appreciate the importance of integrated farming in the conservation of resources. | How can integrated farming conserve resources? | Learners are guided to:   * take an excursion or search for information on integrated farming practices to find out how components of integrated farming help in conserving resources. | Manila sheet, materials for making farm model, felt pens MTP Agric Grd 9 T.G Pg. 11- 12  MTP Agric Grd 9 P.B Pg. 20 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
|  | **4** | **Integrated Farming** | Components of integrated farming- vermicompo sting | By the end of the lesson, the learner should be able to:   1. List the components of integrated farming in conserving resources, 2. Examine vermicomposting as a component of integrated farming models 3. appreciate the importance of   integrated farming in the conservation of resources. | How can integrated farming conserve resources? | Learners are guided to:   * take an excursion or search for information on integrated farming practices to find out how components of integrated farming help in conserving resources. | Manila sheet, materials for making farm model, felt pens MTP Agric Grd 9 T.G Pg. 11- 12  MTP Agric Grd 9 P.B Pg. 20 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
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| **Wk** | **LSN** | **strand** | **Sub-strand** | **Specific Learning Outcomes** | **Key Inquiry**  **Question(s)** | **Learning Experiences** | **Learning Resources** | **Assessment**  **Methods** | **Refl** |
| **10** | **1** | **Integrated Farming** | Components of integrated farming-fruit cultivation | By the end of the lesson, the learner should be able to:   1. List the components of integrated farming in conserving resources, 2. Examine fruit cultivation as a component of integrated farming models 3. appreciate the importance of integrated farming in the   conservation of resources. | How can integrated farming conserve resources? | Learners are guided to:   * take an excursion or search for information on integrated farming practices to find out how components of integrated farming help in conserving resources. | Manila sheet, materials for making farm model, felt pens MTP Agric Grd 9 T.G Pg. 11- 12  MTP Agric Grd 9 P.B Pg. 20 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
|  | **2** | **Integrated Farming** | Making a model of integrated farming | By the end of the lesson, the learner should be able to:   1. Explain the importance of integrated farming. 2. make a model of integrated farming for the conservation of resources, 3. appreciate the importance of integrated farming in the conservation of resources. | How can integrated farming conserve resources? | Learners are guided to:   * design or sketch and make a model to illustrate integrated farming components such as fish rearing, rabbit keeping, poultry keeping and vegetable production on the same plot of land to show their relational benefits. * make class presentations on the   models of integrated farming and  the importance of integration in conserving resources. | Manila sheet, materials for making farm model, felt pens MTP Agric Grd 9 T.G Pg. 12- 14  MTP Agric Grd 9 P.B Pg. 21- 24 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
|  | **3** | **Integrated Farming** | Making a model of integrated farming & importance of integrated farming | By the end of the lesson, the learner should be able to:   1. Explain the importance of integrated farming. 2. make a model of integrated farming for the conservation of resources, 3. appreciate the importance of integrated farming in the conservation of resources. | How can integrated farming conserve resources? | Learners are guided to:   * design or sketch and make a model to illustrate integrated farming components such as fish rearing, rabbit keeping, poultry keeping and vegetable production on the same plot of land to show their relational benefits. * make class presentations on the models of integrated farming and the importance of integration in   conserving resources. | Manila sheet, materials for making farm model, felt pens MTP Agric Grd 9 T.G Pg. 12- 14  MTP Agric Grd 9 P.B Pg. 21- 24 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
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| **Wk** | **LSN** | **strand** | **Sub-strand** | **Specific Learning Outcomes** | **Key Inquiry**  **Question(s)** | **Learning Experiences** | **Learning Resources** | **Assessment**  **Methods** | **Refl** |
|  | **4** | **FOOD PRODUCT ION PROCESSES** | Organic Gardening – meaning | By the end of the lesson, the learner should be able to:   1. explain the meaning of organic gardening. 2. Observe pictures of organic gardening. 3. Develop curiosity in practicing organic gardening. | Why should we practise organic gardening? | Learners are guided to:   * search and share information on organic gardening practices in crop production. | Gardening tools, compost manure, selected resources MTP Agric Grd 9 T.G Pg. 15- 16  MTP Agric Grd 9 P.B Pg. 25 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
| **11** | **1** | **FOOD PRODUCT ION PROCESSES** | Exploring organic gardening practices | By the end of the lesson, the learner should be able to:   1. explain organic gardening practices in crop production 2. explore organic gardening practices. 3. Develop curiosity in practicing organic gardening. | Why should we practise organic gardening? | Learners are guided to:   * search and share information on organic gardening practices in crop production. | Gardening tools, compost manure, selected resources MTP Agric Grd 9 T.G Pg. 15- 16  MTP Agric Grd 9 P.B Pg. 25- 26 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
|  | **2** | **FOOD PRODUCT ION PROCESSES** | Establishing crop using organic gardening practices | By the end of the lesson, the learner should be able to:   1. Identify a crop to establish in organic gardening practices. 2. Collect the required materials for crop establishment 3. Develop curiosity in practicing organic gardening. | How can we produce food crops through organic gardening? | Learners are guided to:   * Identify a suitable crop for establishment in organic gardening practices. | Gardening tools, compost manure, selected resources MTP Agric Grd 9 T.G Pg. 17 MTP Agric Grd 9 P.B Pg. 26 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
|  | **3** | **FOOD PRODUCT ION PROCESSES** | Preparing a  seedbed | By the end of the lesson, the learner should be able to:   1. List the four types of seedbeds. 2. Prepare a seedbed of any of the four types 3. Develop curiosity in practicing organic gardening. | How can we  produce food crops through organic gardening? | Learners are guided to:   * Using the necessary tools to prepare any of the four types of seedbed. | Gardening tools, compost  manure, selected resources MTP Agric Grd 9 T.G Pg. 17 MTP Agric Grd 9 P.B Pg. 27- 29 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |

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|  | **4** | **FOOD PRODUCT ION PROCESSES** | Planting a crop | By the end of the lesson, the learner should be able to:   1. explain organic gardening practices in crop production 2. grow a crop using organic gardening practices 3. Develop curiosity in practicing organic gardening. | How can we produce food crops through organic gardening? | Learners are guided to:   * grow a selected short-season crop such as a vegetable, legume, or spice crop using organic gardening practices such as the use of organic manure, organic pesticides, mechanical weed control, use of organic foliar feed made from animal wastes and   plants like Mexican sunflower. | Gardening tools, compost manure, selected resources MTP Agric Grd 9 T.G Pg. 17 MTP Agric Grd 9 P.B Pg. 30 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
| **12** | **1** | **FOOD PRODUCT ION PROCESSES** | Care for the growing crop | By the end of the lesson, the learner should be able to:   1. List the practices that are used in caring for growing crop 2. Care for the growing crop using selected practices. 3. Develop curiosity in practicing organic gardening. | How can we produce food crops through organic gardening? | Learners are guided to:   * apply caring practices in the growing of the selected crop. | Gardening tools, compost manure, selected resources MTP Agric Grd 9 T.G Pg. 17 MTP Agric Grd 9 P.B Pg. 31 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
|  | **2** | **FOOD PRODUCT ION PROCESSES** | Making a foliar feed or fertilizer | By the end of the lesson, the learner should be able to:   1. Identify materials required for making a foliar feed. 2. Collect the required materials for making a foliar feed. 3. Develop curiosity in practicing organic gardening. | How can we produce food crops through organic gardening? | Learners are guided to:   * search and share information on items used in making a foliar feed or fertilizer that is organic. | Gardening tools, compost manure, selected resources MTP Agric Grd 9 T.G Pg. 17 MTP Agric Grd 9 P.B Pg. 32- 33 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
|  | **3** | **FOOD PRODUCT ION PROCESSES** | Making a foliar feed or fertilizer | By the end of the lesson, the learner should be able to:   1. Identify the importance of foliar feed fertilizer 2. Make a foliar feed fertilizer using locally available materials. 3. Develop curiosity in practicing organic gardening. | How can we produce food crops through organic gardening? | Learners are guided to:   * search and share information on items used in making a foliar feed or fertilizer that is organic. | Gardening tools, compost manure, selected resources MTP Agric Grd 9 T.G Pg. 17 MTP Agric Grd 9 P.B Pg. 32- 33 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |

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|  | **4** | **FOOD PRODUCT ION PROCESSES** | Making natural pesticides using ash brew | By the end of the lesson, the learner should be able to:   1. Give the procedure of making natural pesticides using ash brew 2. Make natural pesticides using ash brew. 3. Develop curiosity in practicing organic gardening. | How can we produce food crops through organic gardening? | Learners are guided to:   * search and share information on how to make natural pesticides using ash brew. | Gardening tools, compost manure, selected resources MTP Agric Grd 9 T.G Pg. 18 MTP Agric Grd 9 P.B Pg. 34- 35 | •  Observation   * Written tests and assignments * Projects. * Oral   assessment |  |
| **13** | **END TERM ONE ASSESSMENT/CLOSING** | | | | | | | | |