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Central School

Home School Package

**Year : 11**

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**LESSON PLAN**

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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\teacher-computer-icons-school-test-education-teaching.jpg Teacher | **Name : John. E**  **Subject : Agriculture** |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date & Week | **DATE : 1st June – 5th June**  **WEEK : 3** |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | **STRAND 2: SOIL MANAGEMENT**  **LESSON NUMBER :** **1 (Period 1-5)** |
| Learning outcomesLearning outcomes | **Major Learning Outcome :**  Upon successful completion of this strand, students are able to evaluate the effects of soil management practices to promote increased adoption of more efficient and sustainable land-use practices.  **SUB-STRAND 3: SOIL CONSERVATION PRACTICES**  **KEY LEARNING OUTCOME:** Upon successful completion of this sub-strand, students are able to demonstrate understanding of different types of soil conservation techniques. |
| Catch | **Catch phrase for the lesson**  Different types of soil conservation techniques. |
| Learners notes 1  Learners notes | **SUB-STRAND 3: SOIL CONSERVATION PRACTICES**   1. Farm productivity 2. Soil conservation measures used locally to maintain farm productivity. Example : Composting 3. Soil conservation measures used regionally to maintain farm productivity. Example : Planting trees 4. Soil conservation measures. Example : Terrace farming 5. The features of the different types of soil conservation measures |
|  | Answer these following **SLO** below in relation to the summary notes above (1-5).   1. 11AG2.3.1.1 – Define farm productivity. (skill level 1) 2. 11AG2.3.1.2 – Identify soil conservation measures used locally to maintain farm productivity. (skill level 1) 3. 11AG2.3.1.3 – Identify soil conservation measures used regionally to maintain farm productivity. (skill level 1) 4. 11AG2.3.2.1 – List soil conservation measures. (skill level 2) 5. 11AG2.3.2.2 – Describe the features of the different types of soil conservation measures. (skill level 2) |
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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date & Week | **DATE : 8th June – 12th June**  **WEEK : 4** |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | **STRAND 2: SOIL MANAGEMENT**  **LESSON NUMBER :** **2 (Period 1-5)** |
| Learning outcomesLearning outcomes | **SUB-STRAND 3: SOIL CONSERVATION PRACTICES**  **KEY LEARNING OUTCOME:** Upon successful completion of this sub-strand, students are able to demonstrate understanding of different types of soil conservation techniques. |
| Catch | **Catch phrase for the lesson**  Different types of soil conservation techniques. |
| Learners notes 1  Learners notes | **SUB-STRAND 3: SOIL CONSERVATION PRACTICES**   1. The advantages of the different types of soil conservation measures 2. The disadvantages of the different types of soil conservation measures 3. The advantages of selected types of soil conservation measures techniques used to reduce soil and water loss 4. The disadvantages of selected types of soil conservation measures techniques used to reduce soil and water loss |
|  | Answer these following **SLO** below in relation to the summary notes above (1-4).   1. 11AG2.3.2.3 – List the advantages of the different types of soil conservation measures. (skill level 2) 2. 11AG2.3.2.4 – List the disadvantages of the different types of soil conservation measures. (skill level 2) 3. 11AG2.3.4.1 – Discuss the advantages of selected types of soil conservation measures techniques used to reduce soil and water loss. (skill level 4) 4. 11AG2.3.4.2 – Discuss the disadvantages of selected types of soil conservation measures techniques used to reduce soil and water loss. (skill level 4) |
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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date & Week | **DATE : 15th June – 19th June**  **WEEK : 5** |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | **STRAND 3: PLANT AND ANIMAL PRODUCTION**  **LESSON NUMBER :** **3 (Period 1-5)** |
| Learning outcomesLearning outcomes | **Major Learning Outcome :**  Upon successful completion of this strand, students are able to describe the plant and animal production processes in agricultural systems and analyze their interactions with resources (soil, climate, farm structure etc.) and microbes/pests that exist in most farm environments.  **SUB-STRAND 1: CROP ESTABLISHMENT**  **Key Learning Outcome:**  Upon successful completion of this sub-strand, students are able to demonstrate understanding of the process of establishing a crop. |
| Catch | **Catch phrase for the lesson**  Process of establishing a crop. |
| Learners notes 1  Learners notes | **SUB-STRAND 1: CROP ESTABLISHMENT**   1. Before planting it is very important to consider the planting site chosen for crop establishment. Example : fertile soil. 2. Farmers must know which tillage tools and equipment for crop establishment for **subsistence** farming and **commercial** farming. Subsistence farming related to smaller area, while commercial farming related to bigger area. Example: subsistence – hoes / commercial - tractors 3. Methods used for soil cultivation and planting techniques from these two farming systems must be consider. Example : subsistence – dig the soil / commercial – plough the land 4. In Vanuatu, local farmers used traditional nursery to sowed their seeds because the materials are widely available and easy to build. Example : coconut leaves 5. Today most farmers used mordern nursery to raised seedlings before planting because it can stay for a long time, but the materials cost a lot of money. Example : timber 6. Vegetative planting materials refers to crops grown using stem cuttings, leaf cuttings, root cuttings e.g. manioc, yams etc. In order to soil cultivation for these crops there are 2 methods:  * SUBSISTENCE * COMMERCIAL  1. There are several steps or techniques used in nursery preparation and management, to grow seeds into healthy and vigorous seedlings. Example : seedbeds are made or small seedlings boxes are made 2. In order to establish a crop, the whole process from soil cultivation through sowing, nursery to transplanting and planting in the fields are important to consider. Example : site selection |
|  | Answer these following **SLO** below in relation to the summary notes above (1-8).   1. 11AG3.1.1.1 – Identify planting sites with proper agronomic characteristics for crop establishment: (skill level1) 2. 11AG3.1.1.2 – Identify proper tillage tools and equipment for crop establishment: (skill level1) 3. 11AG3.1.1.3 – Identify soil cultivation and planting techniques for selected crops: (skill level1) 4. 11AG3.1.2.1 – Describe the features of traditional nursery techniques: (skill level 2) 5. 11AG3.1.2.2 – Describe the features of modern nursery techniques: (skill level 2) 6. 11AG3.1.2.3 – Describe the features of cultivation and planting techniques used to grow vegetative planting materials for selected crops: (skill level 2) 7. 11AG3.1.3.1 – Analyze the techniques used in nursery preparation and management, to grow seeds into healthy and vigorous seedlings: (skill level 3) 8. 11AG3.1.3.2 – Discuss the whole process of establishing a crop from soil cultivation through sowing, nursery to transplanting/planting in the fields: (skill level 3) |
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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date & Week | **DATE : 22rd June – 26th June**  **WEEK : 6** |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | **STRAND 3: PLANT AND ANIMAL PRODUCTION**  **LESSON NUMBER :** **4**  **(Period 1-5)** |
| Learning outcomesLearning outcomes | **Key Learning Outcome:**  Upon successful completion of this sub-strand, students are able to demonstrate understanding of the factors affecting growth and development in plants the techniques used to achieve quality |
| Catch | **Catch phrase for the lesson**  Factors affecting growth and development in plants the techniques used to achieve quality |
| Learners notes 1  Learners notes | ***SUB-STRAND: CROP GROWTH AND DEVELOPMENT***   1. Biological factors relates to life of plants, animals, organisms which affect plant growth. Example : Temperature 2. Husbandry factors refers to growing of crops from land preparation until marketing the product. Example : Land preparation 3. Environmental factors affecting growth and development of plants. Example : Light 4. The biological factors that affect growth and development of plants. Example : 5. The husbandry factors that affect growth and development of plants. Example : 6. The environmental factors that affect growth and development of plants. Example : 7. Biological factors such as cultivar affect **growth** and **development** of plants. Example : Productions and Qualities 8. Biological factors such as pest/disease control affect growth and development of plants. Example : Low production |
|  | Answer these following **SLO** below in relation to the summary notes above (1-8).   1. 11AG3.2.1.1 – Identify biological factors affecting growth and development of plants: (skill level 1) 2. 11AG3.2.1.2 – Identify husbandry factors affecting growth and development of plants: (skill level 1) 3. 11AG3.2.1.3 – Identify environmental factors affecting growth and development of plants: (skill level 1) 4. 11AG3.2.2.1 – List the biological factors that affect growth and development of plants: (skill level 2) 5. 11AG3.2.2.2 – List the husbandry factors that affect growth and development of plants: (skill level 2) 6. 11AG3.2.2.3 – List the environmental factors that affect growth and development of plants: (skill level 2) 7. 11AG3.2.3.1 – Explain how selected biological factors such as cultivar affect growth and development of plants: (skill level 3) 8. 11AG3.2.3.2 – Explain how selected biological factors such as pest/disease control affect growth and development of plants: (skill level 3) |
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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date & Week | **DATE : 29th June – 3rd July**  **WEEK : 7** |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | **STRAND 3: PLANT AND ANIMAL PRODUCTION**  **LESSON NUMBER :** **5**  **(Period 1-5)** |
| Learning outcomesLearning outcomes | **Key Learning Outcome:**  Upon successful completion of this sub-strand, students are able to demonstrate understanding of the factors affecting growth and development in plants the techniques used to achieve quality. |
| Catch | **Catch phrase for the lesson**  Factors affecting growth and development in plants the techniques used to achieve quality. |
| Learners notes 1  Learners notes | ***SUB-STRAND: CROP GROWTH AND DEVELOPMENT***   1. Husbandry factors such as dressing affect growth and development of plants. Example : Plant growth 2. Husbandry factors such as watering affect growth and development of plants. Example : Avoid wilting of plants 3. Husbandry factors such as pruning affect growth and development of plants. Example : Good shape to the plants 4. Environmental factors such as humidity affect growth and development of plants. Example : Invite pests 5. Environmental factors such as light affect growth and development of plants. Example : Growth and healthy development of plants. 6. Environmental factors such as temperature affect growth and development of plants using. 7. Techniques such as pruning is used to manipulate growth and development of plants. Example : Secateur 8. The techniques such as the application of growth hormones used to manipulate growth and development of plants. |
|  | Answer these following **SLO** below in relation to the summary notes above (1-8).   1. 11AG3.2.3.3 – Explain how husbandry factors such as dressing affect growth and development of plants: (skill level 3) 2. 11AG3.2.3.4 – Explain how husbandry factors such as watering affect growth and development of plants: (skill level 3) 3. 11AG3.2.3.5 – Explain how husbandry factors such as pruning affect growth and development of plants: (skill level 3) 4. 11AG3.2.3.6 – Explain how environmental factors such as humidity affect growth and development of plants: (skill level 3) 5. 11AG3.2.3.7 – Explain how environmental factors such as light affect growth and development of plants: (skill level 3) 6. 11AG3.2.3.8 – Explain how environmental factors such as temperature affect growth and development of plants using specific examples: (skill level 3) 7. 11AG3.2.4.1 – Discuss the techniques such as pruning is used to manipulate growth and development of plants using specific example: (skill level 4) 8. 11AG3.2.4.2 – Discuss how the techniques such as the application of growth hormones using specific examples is used to manipulate growth and development of plants: (skill level 4) |
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| G:\Home Learning Packages\Documents for SHEFA Schools Principal\download.jpg  Date & Week | **DATE : 6th July – 10th July**  **WEEK : 8** |
| G:\Home Learning Packages\Documents for SHEFA Schools Principal\title.jpg | **STRAND 3: PLANT AND ANIMAL PRODUCTION**  **LESSON NUMBER :** **6**  **(Period 1-5)** |
| Learning outcomesLearning outcomes | **Key Learning Outcome:**  Sub-Strand 3: Upon successful completion of this sub-strand, students are able to demonstrate understanding of the harvesting and post-harvest handling processes.  Sub-strand 4: Upon successful completion of this sub-strand, students are able to demonstrate understanding of the inputs needed for rearing young livestock. |
| Catch | **Catch phrase for the lesson**  3. The harvesting and post-harvest handling processes.  4. The inputs needed for rearing young livestock. |
| Learners notes 1  Learners notes | ***SUB-STRAND 3: CROP HARVEST AND POST-HARVEST HANDING***   1. Harvesting time. 2. Harvesting time to fruits ripening stages 3. Proper techniques to minimize product loss during harvesting of vegetable crops. Example : Use knives 4. The post-harvest handling procedures and techniques. Example : keep it in a cool place 5. The importance of post-harvest handling procedures and techniques to prepare product before packaging and sale. Example : Avoid physical damage   ***SUB-STRAND 4: LIVESTOCK ESTABLISHMENT***   1. Husbandry and feeding requirements of young animals from birth to weaning for large animals. Example : Milk feed 2. Husbandry and feeding requirements day 1 to grower stage for poultry 3. Proper feeds and water for young animals at different stages of growth and development. Example : Cool, clean drinking water |
|  | Answer these following **SLO** below in relation to the summary notes above (1-8).   1. 11AG3.3.1.1 – Identify harvesting time: (skill level 1) 2. 11AG3.3.3.1 – Relate harvesting time to fruits ripening stages: (skill level 3) 3. 11AG3.3.4.1 – Suggest proper techniques to minimize product loss during harvesting of vegetable crops: (skill level 4) 4. 11AG3.3.2.1 – Describe the post-harvest handling procedures and techniques: (skill level 2) 5. 11AG3.3.3.2 – Discuss the importance of post-harvest handling procedures and techniques to prepare product before packaging and sale: (skill level 3) 6. 11AG3.4.1.1 – Identify husbandry and feeding requirements of young animals from birth to weaning for large animals: (skill level 1) 7. 11AG3.4.1.2 – Identify husbandry and feeding requirements day 1 to grower stage for poultry: (skill level 1) 8. 11AG3.4.3.1 – Select proper feeds and water for young animals at different stages of growth and development: (skill level 3) |
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**WEEKLY CHECKLIST FOR PARENTS**:

Term: 2 Week number 3 - 8 Date…………… to………… Month: …………

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| **Subject** | **Number of lessons** | **Days** | **Tick when activity is complete** | **Parents comment** | **Signature** |
|  | **1** |  |  |  |  |
|  | **2** |  |  |  |  |
|  | **3** |  |  |  |  |
|  | **4** |  |  |  |  |
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