

MINISTRE DES ENSEIGNEMENTS SECONDAIRES
MINISTRY OF SECONDARY EDUCATION

INSPECTION GENERALE DES ENSEIGNEMENTS
INSPECTORATE GENERAL OF EDUCATION

SUBJECT SYLLABUS: GEOGRAPHY SYLLABUS

SECONDARY GENERAL EDUCATION: FORMS 1 & 2 CLASSES



Observer son environnement pour mieux orienter ses choix de formation et réussir sa vie

REPUBLIQUE DU CAMEROUN

Paix - Travail – Patrie

MINISTERE DES ENSEIGNEMENTS
SECONDAIRES

INSPECTION GENERALE DES
ENSEIGNEMENTS

REPUBLIC OF CAMEROON

Peace -Work – Fatherland

MINISTRY OF SECONDARY EDUCATION

INSPECTORATE GENERAL OF EDUCATION

Order N° 264/14 /MINESEC/ IGE  13 AUG 2014

To outline the syllabuses for Form I and Form II of Secondary General Education.

THE MINISTER OF SECONDARY EDUCATION,

Mindful of the Constitution;

Mindful of the Law N° 98/004 of 14 April 1998 to lay down Guidelines for Education in Cameroon;

Mindful of Decree N°2011/408 of 9 December 2011 to reorganise the Government;

Mindful of Decree N°2011/410 of 9 December 2011 to form the Government;

Mindful of Decree N°2012/267 of 11 June 2012 to organise the Ministry of Secondary Education;

HEREBY ORDERS AS FOLLOWS:

Article 1: The syllabuses for Form I and Form II of Secondary General Education shall be outlined as follows:

PREFACE

SYLLABUSES FOR 21ST CENTURY CAMEROON

At the beginning of this millennium, as Cameroon chooses to become an emerging nation by the year 2035, its secondary education sector faces many challenges. It should:

- Offer quality training and education to most young Cameroonians within a context marked by large classes in primary education;
- Prepare them for smooth insertion into a more demanding job market worldwide, through a pertinent teaching /learning process.

In addition, training tools have significantly evolved in their conception and implementation. A school that was mostly based on contextualised knowledge acquisition has given room, all over the world, for a school that aims at empowering learners to help them cope with complex and diversified real life situations. Instead of a school cut off from society, we now have a school deeply rooted in a society that takes into account sustainable development, local knowledge and cultures.

The implementation of this new school ,prescribed by the Law to lay down guidelines for education in Cameroon, and the necessity for socio-professional insertion require the adoption of a pedagogic paradigm for the development of syllabuses relating to **“The competence based approach with an entry through real life situations “**.

In this perspective, new syllabuses for Secondary General Education, those of Teacher Education and Training Referentials for Technical Education are part of this great change for the re-dynamisation of our education system. They are in line with the implementation of the provisions of Growth and Employment Strategy Paper (DSCE) which, by the year 2020, specifies the minimum amount of knowledge which each Cameroonian is supposed to possess by the time they leave the first cycle of secondary education.

These syllabuses define essential competencies that should be acquired by learners within the first cycle of secondary education, in terms of knowledge, know how and attitudes. They equally define the framework that will enable teachers to organise their pedagogic activities.

While congratulating all those who designed these syllabuses, I hereby exhort all the members of the education family, notably teachers, to acquaint themselves with the new paradigm, to effectively implement it and make the Cameroon education system successful.



 The Minister of Secondary Education
Louis Bahes Bahes

FIRST CYCLE SYLLABUS REVIEW

A PARTICIPATORY AND INNOVATIVE APPROACH

The syllabuses that were drawn up by the Inspectorate General of Education in the Ministry of Secondary Education since 2012 are in accordance with the major guidelines for education in general and secondary education in particular as they are enshrined both in the 1998 law to lay down guidelines for education in Cameroon and in the 2009 Growth and Employment Strategy Paper(DSCE) .

These orientations could be summarised, amongst others, to train within the framework of an emerging Cameroon in the year 2035, citizens that will have a good mastery of the two official languages (English and French), deeply rooted in their cultures but open to a world in search for sustainable development and dominated by Information and Communication Technologies.

Conceived in the various Inspectorates of Pedagogy, and later introduced for trialling in secondary and high schools during the 2012/2013 school year, these syllabuses were developed with the contributions of classroom teachers and teacher trade unionists.

The new syllabuses had to undergo many changes:

- a shift from a skill based approach to a competence based approach through real life situations;
- a shift from a school cut off from society to one that prepares citizens for a smooth insertion into socio-cultural and economic activities ;
- a shift from an evaluation of knowledge to that of competences necessary to sustainable development.

When these new changes and orientations were taken into account, they naturally led to a shift of paradigm within the curriculum reform process. The option we have adopted is the competence based approach through real life situations.

The syllabuses of the first cycle of Secondary General Education are broken down into 5 areas of learning, each of them containing a given number of disciplines as shown in the table below.

Areas of learning	Disciplines
1- Languages and Literature	<ul style="list-style-type: none"> - French - English - Living Languages II - Ancient Languages - Literature(in English and in French)
2- Science and Technology	<ul style="list-style-type: none"> - Mathematics - The Sciences(Physics, Chemistry, Technology, Life and Earth Sciences) - Computer Science
3- Social Sciences/Humanities	<ul style="list-style-type: none"> - History - Geography - Citizenship Education
4- Personal Development	<ul style="list-style-type: none"> - Sports and Physical Education - Manual Labour
5- Arts and National Cultures	<ul style="list-style-type: none"> - National Languages - National Cultures - Arts

For 6e and 5e (Francophone sub -system of education), the weekly workload and the quota as compared to the total number of hours on the time table (32 h) are displayed in the table below.

Domaines d'apprentissage	Volume horaire	Quota
Langues et Littératures	10 h	30%
Sciences et Technologies	08 h	25%
Sciences Humaines	06 h	20%
Arts et Cultures Nationales	04 h	15%
Développement Personnel	03 h	10%

One hour is allotted for preps.

For the Anglophone sub-system of education (Form I and Form II) the same information is summarised in the table below.

Areas of Learning	Weekly workload	Quota
Languages and Literature	10 h	30%
Science and Technology	08 h	25%
Social Sciences	06 h	20%
Arts and National Cultures	04 h	15%
Personal Development	03 h	10%



The Inspector General of Education

Dr. Mrs Evelyne Mpoudi Ngolle

END - OF - FIRST CYCLE LEARNER'S EXIT PROFILE

The first cycle of Secondary General Education admits young graduates from primary schools aged between ten and fourteen. Its general objectives are not only to build intellectual, civic and moral skills in these children but also competences and fundamental knowledge which will either enable them to foster their education in the second cycle, or to prepare them for a smooth insertion into the job market after professional training.

Thus, within the framework of these new syllabuses, the learner is expected , after the first cycle of secondary education, to be able to use his/her competences to solve problems through family of situations relating to domains of life as indicated in the table below:

N°	Domains/Areas of life	Families of situations to be treated in the 1 st cycle
1	Family and social life	<ul style="list-style-type: none"> • Participation in family life • Healthy professional relationships • Social integration
2	Economic life	<ul style="list-style-type: none"> • Discovery of income generating activities • Discovery of the job market, social roles, jobs and professions • Self confidence, aspirations, talents, self potential • Practising healthy eating habits
3	Environment , health and well being	<ul style="list-style-type: none"> • Preservation of the Environment • Quest for a healthy life style • Choosing and practising a healthy life style
4	Citizenship	<ul style="list-style-type: none"> • Mastery of rules and regulations governing the Cameroonian society • Discovery of cultural values and customs of the Cameroonian society
5	Media and Communications	<ul style="list-style-type: none"> • Discovery of the media world • Discovery of Information and Communication Technologies

In order to achieve these objectives, the learner should be able to mobilise , within the various disciplines and constructive areas of learning of the syllabuses, all the pertinent resources in terms of knowledge, know how and attitudes.

The next table gives you a general overview of the afore-mentioned objectives, while the syllabus for each subject unfolds, in details, all the expected competences per level and at the end of the 1st cycle.

Areas of Learning	Disciplines	Expected outcomes at the end of the 1 st cycles
1-Languages and Literature	Living languages: English, French , German, Italian, Spanish, Chinese, Etc.	French and English , L1 Receptive skills: reading and listening Read in an autonomous way, different types of texts related to areas of life as defined in the syllabus; Listen and understand various texts related to the above mentioned areas of life Productive skills: speaking and writing Produce various types of texts , of average length related to these areas of life; Language tools: appropriate use of various language tools in order to produce and read types of texts related to that level;
	English to Francophone learners French to Anglophone learners	Communicate accurately and fluently using all four basic skills in language learning; Be able to transfer knowledge learnt in class to real life situations out of the classroom; Be able to cope and survive in problem solving situations;
		Living languages II Receptive skills: reading and listening Read and understand simple texts on social life, citizenship, the environment, well being and health, media etc.. Listen and get oral information in order to simply interact during communication situations related the various domains of life. Productive skills: speaking and writing Sing, recite, dramatise , orally answer questions related to the various domains of life as defined in the syllabus;

		Write short passages on various familiar topics.
	Ancient languages: Latin, Greek National languages Literature Cameroon Literature; French Literature; Francophone Literature; Other literatures	Develop general knowledge through ancient languages and cultures; know the origins of the French language for linguistic mastery; Carry out elementary tasks in translation.
2-Science and Technology	Mathematics, The Sciences Computer Science	Use mathematic knowledge skills and values with confidence to solve real life problems within the different domains of life; Communicate concisely and unambiguously and develop power of mathematical reasoning (logical thinking, accuracy and spatial awareness).
		The Sciences: Acquire the fundamentals of sciences in order to understand the functioning of the human body, the living world, the earth and the environment; Acquire methods and knowledge to understand and master the functioning of technical objects made by man to satisfy his needs; Demonstrate attitudes to protect his/her health and environment.
		Computer Science : Master the basics of Information and Communication Technologies; Exploit and use ICTs to learn.
3- Social Sciences	History	Possess cultural references to better locate events in time and

/Humanities	Geography Citizenship Education	space within a democratic system and become a responsible citizen. History: Acquire a common culture ; be aware of heritage from the past and current challenges; Geography : Develop one's curiosity and knowledge of the world; Get acquainted with landmarks to find your way and fit in the world. Citizenship Education: Possess essential knowledge in rights and duties in order to fulfil his/her citizenship.
4- Personal Development	Moral Education; Home Economics; Sports and Physical Education Health Education	Develop his / her physical abilities/skills ; Get ready for physical challenges , save and regain energy after physical efforts; Identify risk factors; possess basic knowledge and principles in hygiene and health education; Demonstrate a sense of self control and appreciate the effect of physical activities. Conceive and draw up sports and cultural animation projects; Acquire methods and develop a high sense of efforts; Conceive, draw up and implement projects that will enable one to project his/her image and feel the well being inspired by self-confidence.
5- Arts and National Cultures	Arts/Artistic Education; National Cultures	Artistic Education: Observe and appreciate works of art; Carry out an artistic activity; Gradually acquire the love for personal expression and creativity; Possess a mastery of creativity in music, plastic arts and the performing arts. Dramatise, recite texts (poems, tales, proverbs, etc.) relating to various areas of society; Practise the different dramatic genres: sketches, comedy, tragedy, drama, etc.

		National languages and Cultures Demonstrate a mastery of Cameroon cultures; Visit the various cultural areas of the country in order to discover their characteristics; Demonstrate a mastery of basic rules in writing Cameroonian languages as well as basic grammatical notions applied to these languages; Demonstrate a mastery of one of the national languages at 3 levels: morpho-syntax, reception and production of simple oral and written texts.
Even though the learners acquires skills in different disciplines, these competences are accompanied by other skills known as cross curricular competences related to intellectual, methodological, social and personal areas of learning.		
6- Cross curricular competences	Intellectual and Methodological domains	Solve Problem in a given situation; Use knowledge skills and values with confidence in order to solve real life problems within the different domains of life; With confidence, find useful information to solve problems he/she is faced with; Give his/her opinion ; Support his/her opinion with strong arguments ; Assess him/herself with a view to remediation; Demonstrate basic knowledge in note taking ; Conceive and realise individual projects; Analyse and summarise information, give feedback and report orally or in writing. Develop problem solving approaches; Exploit and use ICTs in his/her activities.
	Social and Personal Domains	Interact positively and assert his/her personality while respecting that of other people; Join team work, fit in a common initiative project /group; Demonstrate interest in cultural activities ;

		Develop a sense of effort, love for work, perseverance in tasks or activities carried out ; Understand and accept others in intercultural activities; Accept group assessment.
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The resources to be mobilised by the learner are found in many disciplines and areas of learning. So it is important to implement these syllabuses not in isolation but as interrelated subjects. These remarks hold both for subject and cross curricular competences. They are so called to show that they should be developed through teaching/learning activities of the different subjects. The development of subject and cross curricular competences concern the entire education family as they are capable of inspiring an educative project and the putting in place of extra curricular activities. The ultimate training goal of these syllabuses, at the end of the first cycle, is to enable the learner to be self reliant, to be able to keep on learning through out his/her life, to contribute to sustainable development and become a responsible citizen.

LEARNING AREA : SOCIAL SCIENCES
FORMS 1 and 2

SUBJECT SYLLABUS: GEOGRAPHY SYLLABUS
SECONDARY GENERAL EDUCATION: FORMS 1 & 2 CLASSES

General Presentation of the Syllabus

Geography is the science that studies the organisation of the earth surface and the reciprocal interactions between the human societies and their living environment. It contributes to a better knowledge of the milieu and the good management of resources.

Place of the Syllabus in the Curriculum

Geography is at the crossroads of numerous disciplines. The Geography syllabus for Forms 1 & 2 Classes is an awakening program that prepares the pupil to the observation, description and interpretation of his environment.

Contribution of the Teaching Syllabus to the Broad Area (Field) - of - Learning

Geography contributes to build a sense of judgment, open the mind to the diversity of the human societies and participate in the construction of opinions and the opening to the world.

Contribution of the Teaching Syllabus to One or More Areas-of-Living

This syllabus has **TWO** areas of living: **Economic Life** on the one hand, and **the environment, welfare and health** on the other. It contributes in creating awareness in the learner of the threats looming over the natural environment and the necessity to preserve the environment.

Presentation of the Families of Situations Covered by the Syllabus

N°	Family of situations	Area-of-Living
1	Environment and management of natural resources and garbage (waste)	The environment, welfare and health
2	Catastrophes	
3	Environment and management of Resources	
4	The lure (attractions) of towns	Economic Life

Summary Table of the Content of the Different Modules of the Geography Syllabus for Forms 1&2

CYCLE	class	TITLES OF MODULES (UNITS)	STATUS	DURATION
First	FORM 1	The Earth in the Universe	Compulsory	12 hours
		Let's Preserve our Environment	Compulsory	14 hours
		Let's Protect ourselves from the wrath of nature	Compulsory	17 hours
	FORM 2	Man in his Environment	Compulsory	27 hours
		Occupation of space (Settlement)	Compulsory	16 hours

PROGRAMME OF STUDY (SYLLABUS): GEOGRAPHY

- **Total Number of Hours : 120 Hours**
 - ◆ **Teaching-Learning: 90 Hours**
 - ◆ **Evaluation-Correction- Remediation: 30 Hours**
- **Number of Hours per Week: 2 Hour**
- **Coefficient : 2**

FORM ONE CLASS

MODULE 1

TITLE OF MODULE:The Earth in the Universe

NUMBER OF INSTRUCTIONAL (Teaching/ Learning) HOURS: 12

PRESENTATION OF THE MODULE: This module allows the learner to discover the planet and the importance of its movements around the sun.

CONTRIBUTION OF THE MODULE TO THE AIMS AND GOALS OF THE CURRICULUM: This module enables the learner to have an understanding of the Earth, its movements around the sun and their impact on his/her activities

CONTRIBUTION OF THE MODULE TO THE PROGRAM OF STUDY AND TO THE AREAS-OF-LIVING: It helps the learner to understand and to adapt to the natural cycles.

DIAGNOSTIC EVALUATION: Evaluation of knowledge acquired in the previous class

Discussions

2 Hours

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
Family(Bank) of situations	Examples of Situations	Category of Actions	Examples of Actions	Topic	Essential Knowledge			Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
					Sub-topics	Lessons	Notions/ concepts					
<i>Environment and the managementof natural resources and garbage (waste)</i> <i>N.B. Lessons 1, 2, 3, 4, &5 are not linked directly to the examples of situations and actions. This is because they are basically for knowledge of the subject but contribute to the development of competent function of lessons in Module 2.</i>		-Protection of the Environment -Adaptation to climate change -Adoption of healthy ecological behaviours		The earth in the universe	The earth : A planet of the solar system	1- Geography: Definition, branches & sub-branches, methods& importance	Geography	-Define -Identify -Classify -Describe	- Curiosity - Sense of observation	- Documents - Audio-Visuals - Charts	-Observations ; -Brainstorming -Analysis of documents	1 Hour
						2- Our Planet: The Earth The earth in the solar system: - Shape, dimensions - Locational references (Cardinal points& Great Circles)	Universe, solar system; Geographical coordinates of a place	- Read a map & Geographical Coordinates) - Drawasketch representation ofthe earth with principal imaginary Lines -Locate a place	- Curiosity - Sense of observation	Other disciplines; Oral Sources Didactic materials or supports (maps, videos, documents, Audio-visuals)	- Observations ; - Excursions ; - Brainstorming ; - Simulation ; -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, slides, geology kit Laboratory work.	2 Hours
						Practical Work 1: Locate a place on a map (Read the geographical coordinates of a place) ▪ Theoretical basis: Revision of geographical coordinates (latitudes and longitudes) ▪ Practical Exercise: Read the coordinates of a place on a map ▪ Contextualisation with life situations: Locate Cameroon on map of Africa& also some towns of their region on a map of Cameroon.						

FORM ONE CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								
Family(Bank) of situations	Examples of Situations	Category of Actions	Actions	Essential Knowledge				Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods & Techniques	Duration of Lesson
				Topic	Sub-topics	Lessons	Notions/ concepts					
Environment and management of natural resources and garbage (waste)		-Protection of the Environment -Adaptation to climate change -Adoption of healthy ecological behaviours		The earth in the universe	The earth : A planet of the solar system	3- The earth: a planet moving in space -Rotation and revolution of the earth - The effects - Local & standard Time	-Rotation -Revolution - Solstice -Equinox -Time	-Draw Standard Time Zones - Read diagrams of rotation and revolution of the earth and their effects	- Curiosity - Sense of observation	-Globe, maps, calculator, photos, mathematical set, compass	Same as in other lessons	2 Hours
					Practical Work 2: Calculation of Time <ul style="list-style-type: none"> Theoretical basis: Revision of notion of local and standard times Practical Exercise: Calculation of local time; calculation of local time of a place from GMT; basis of carving out time zones Contextualisation with life situations: Establish Cameroon's Standard Time vis-à-vis other areas. 							1 Hour
					Further Study 1: Influence of the Moon on the natural environment and human activities <ul style="list-style-type: none"> The Phases of the Moon Effects on physical aspects (Tides) Effects on human activities (religious activities, calendar, fishing and hunting and traditional feasts) 							1 Hour
					The earth : A planet of the solar system	4- The earth: A blue planet -The distribution of land masses(continents & major islands) - The distribution of water bodies (oceans and major seas) -Importance of oceans	-Land masses (continents & Islands) -Oceans and Seas	-Identify oceans and land masses from a map - Locate oceans and continents on a base map	- Curiosity - Sense of observation	Globe, maps, calculator, photos, compass	Same as in other lessons	1 Hour

FORM ONE CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson	
				Essential Knowledge				Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques		
Family(Bank) of situations	Examples of Situations	Category of Actions	Actions	Topic	Sub-topics	Lessons	Notions/ concepts						
Environment and management of natural resources and garbage (waste)		-Protection of the Environment -Adaptation to climate change -Adoption of healthy ecological behaviours		The earth in the universe	The earth : A planet of the solar system	5- Relief on the continents of Earth - Mountains - Plateaux - Plains	Relief	-Differentiate, -Identify - Sketch - Describe (the shapes of relief)	- Curiosity - Sense of observation	- Globe, - Maps, - Photos,	Same as in other lessons	1 Hour	
						Practical Work 3: Forms of representation of the earth on the map <ul style="list-style-type: none">Theoretical basis: Forms of representation of the earth(globes, maps, projections)Practical Exercise: Identification of marginal information of a map (conventional signs or key, scale, cardinal points, gridlines, latitudes and longitudes)Contextualisation with life situations: Read a map especially the scale; calculate the distance between two places using the scale.							1 Hour
						Practical Work 4 : The relief map of Cameroon <ul style="list-style-type: none">Theoretical basis: Read the relief map of Cameroon – Highlands (Mountains &Plateaux) – Lowlands (Plains and depressions)Practical Exercise: Sketch relief units of Cameroon on a base map (Shade & add a scale)Contextualisation with life situations: Identify forms of relief of their locality.							1 Hour

FORM ONE CLASS

MODULE 2

TITLE OF MODULE: Let's Preserve Our Environment

NUMBER OF INSTRUCTIONAL (Teaching/ Learning) HOURS: 14

PRESENTATION OF THE MODULE: This module develops in the learner the abilities and attitudes to preserve the environment.

CONTRIBUTION OF THE MODULE TO THE AIMS AND GOALS OF THE CURRICULUM: This module enables the learner to adopt responsible behaviours in his/her environment.

CONTRIBUTION OF THE MODULE TO THE PROGRAM OF STUDY AND TO THE AREAS-OF-LIVING: This module permits the learner to participate actively in the protection of the environment and health.

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
Family(Bank) of situations	Examples of Situations			Essential Knowledge				Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
		Topic	Sub-topics	Lessons	Notions/ concepts							
Environment and management of natural resources and garbage (waste)		-Protection of the Environment -Adaptation to climate change -Adoption of healthy ecological behaviours		LET'S PRESERVE OUR ENVIRONMENT	The components of the natural environment	6 - The notion of the environment - Definition of natural environment -Components - Ecosystems	-Environment -Resources -Ecosystem	- Define - Identify - Sketch the structure of the natural environment (components) - Read weather Instruments; rainfall and temperature graphs; and hydrographs	-Consciousness of environmental problems -Respect and Love for nature - Curiosity -Sense of observation	- Other disciplines (biology, environmental science) -Map - School environment - climatic and hydrological data -Meteorological stations (Globe centre and other)	- Observations - Excursions -Brainstorming - Simulation -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, slides, geology kit , Laboratory work.	2 Hours
						Practical Work 5: Weather Observation ▪ Theoretical basis: Presentation of basic weather instruments (rain gauge, wind vane, etc.) ▪ Practical Exercise: Read weather elements with instruments (temperature from a thermometer; level of rainfall from a measuring cylinder;) or empirical approaches (wet finger, smoke or flyers for wind direction; rainfall possibility of rainfall from types of clouds) ▪ Contextualisation with life situations: Describe current weather of their locality.						

FORM ONE CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of lesson
				Essential Knowledge				Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
Family(Bank) of situations	Examples of Situations	Category Of Actions	Examples of Actions	Topic	Sub-topics	Lessons	Notions/ concepts					
Environment and management of natural resources and garbage (waste)	- Variation in the rhythm of seasons - Over felling of trees	-Protection of the Environment -Adaptation to climate change -Adoption of healthy ecological behaviours	-Reforest	LET'S PRESERVE OUR ENVIRONMENT	The components natural of the environment	Further Study 2 : Streams and rivers of Cameroon <ul style="list-style-type: none">Major drainage basins and watershedsPrincipal drainage networksUses (potentials) of rivers of CameroonProblems of rivers and streams						1Hour
					Natural Regions (Bio-climatic Zones) and their degradation	Practical Work 6: Construction and Reading of a Climograph (Temperature-Rainfall Graphs) <ul style="list-style-type: none">Theoretical basis: Define a temperature- rainfall graphsPractical Exercise: + Construct the temperature-rainfall graph based on data from meteorological station in their region. + Read the graph and identify the seasonsContextualisation with life situations: Describe the climate of their locality (if possible).						1 Hour
						7 – Natural Regions (bio-climatic zones) of Cameroon - Equatorial -Tropical - Mountainous (location and Characteristics of climate, vegetation and soils)	- Natural Region - Climate -Vegetation	- Identify - Locate and - Compare the Natural regions -Read weather maps of the regions	-Respect and Love for nature - Curiosity - Sense of observation	-Biogeographic Maps - Photos -Extracts	Same as in other lessons	3 Hours

FORM ONE CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson	
Family(Bank) of situations	Examples of Situations	Category of Actions	Examples of Actions	Essential Knowledge				Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods & Techniques		
				Topic	Sub-topics	Lessons	Notions/ concepts						
Environment and management of natural resources and garbage (waste)	- Variation in the rhythm of seasons - Over felling of trees	-Protection of the Environment -Adaptation to climate change -Adoption of the healthy ecological behaviours	-Reforest	LET'S PRESERVE OUR ENVIRONMENT	Natural Regions (Bio-climatic Zones) and their degradation	8 – Forms of Degradation of the natural regions in Cameroon: - Causes, - Manifestations, - Consequences - Solutions	- Aggression - Pollution ; -Sustainable Development - Over exploitation	- Read maps, - Identify and locate the affected zones - Read pictures and maps of the agro-ecological zones in different natural regions	- Respect for nature - Consciousness of environmental problems - Curiosity - Sense of observation	-Environmentalists - Ecologists - Forest and water engineers - Forest guards - Mayors - Local populations	Same as in other lessons	2 Hours	
						Practical Work 7 : Degradation of the Natural Region of the locality of the School ▪ Theoretical basis (in class) : + Recall of the different types of human aggression on natural regions ▪ Practical Exercise & Contextualisation with life situations: NB: THIS IS AN OUTDOOR ACTIVITY + Visit the school surroundings and - observe, identify, describe and explain the aggressions within the area - Identify some solutions in the area if any - Advance other practical solutions.						2 Hours	
						Practical Work 8 : Solid Waste Management ▪ Theoretical basis (in Class): + Recall and define waste, types and sources ▪ Practical Exercise & Contextualisation with life situations: NB: THIS AN OUT OF CLASS ACTIVITY BUT WITHIN THE SCHOOL ENVIRONMENT + Collect waste around the school campus + Sort into biodegradable and non-biodegradable + Dispose at indicated sites. If non-exist, envisage THREE site: - biodegradable for compost - Non-biodegradable (papers)-burn - Non-biodegradable (plastics, glass, metals) - to a recycling unit. If non-exists, bury.						2 Hours	

FORM ONE CLASS

MODULE 3

TITLE OF MODULE (UNIT): Let's protect ourselves from the wrath of nature.

NUMBER OF INSTRUCTIONAL (Teaching/ Learning) HOURS: 17

PRESENTATION OF THE MODULE: This module builds in the learner the aptitudes and attitudes to adopt in the face of natural disasters.

CONTRIBUTION OF THE MODULE TO THE AIMS AND GOALS OF THE CURRICULUM: This module permits the learner to contribute to the mitigation of the effects of natural disasters.

CONTRIBUTION OF THE MODULE TO THE PROGRAM OF STUDY AND TO THE AREAS-OF-LIVING: This module enables the learner to adopt responsible behaviour when faced with natural disasters.

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
Family(Bank) of situations	Examples of Life Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Lessons	Notions/ concepts	Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
CATASTROPHES	-Dust and sand storms	- Catastrophe Management - Adaptation - Mitigation	-Planting of trees as windbreaks	Protection Against the wrath of nature	Climatic Disturbances	9 – The Atmosphere : - Definition, - Composition - Structure - Atmospheric Circulation (Winds and Pressure Belts)	- Atmosphere - Ozone Layer - Pressure Belts	- Define - Sketch the structure of the atmosphere - Read and describe the diagram of atmospheric circulation	- Curiosity - Sense of observation	Map of Pressure Belts - Documents (audio-visuals, Manuals, Textbooks)	- Observations ; - Excursions ; - Brainstorming ; - Simulation ; -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, Slides, geology kit - Laboratory work.	2 Hours

FORM ONE CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
Family(Bank) of situations	Examples of Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Lessons	Notions/ concepts	Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
CATASTROPHES	- Floods - Variation in the rhythm of seasons	- Catastrophe Management	- Drainage -Modification of the agricultural calendar	Protection Against the wrath of nature	Climatic Disturbances	10 –Atmospheric Disturbances -Definition -Types of clouds -Types of disturbances (thunderstorms, cyclones, dust storms or desert wind, Torrential rain, drizzle or showers) -Locate main areas -Consequences	- Atmospheric Disturbances - Precipitation	- Define -Describe - Identify types of clouds -Locate areas of disturbances -Identify signs indicating rain	- Curiosity - Sense of observation - Vigilance - Empathy - Sense of helping other	- Audio-visual Supports; -Local (traditional) knowledge	Same as in other Lessons	2 Hours
						Further Study 3: Atmospheric Disturbances in Cameroon ■ Identification of major types; The manifestations; Consequences; Adaptation strategies						1 Hour
						Practical Work 9: Mechanism (Processes) of rain formation ■ Theoretical basis: Define rainfall ; describe general mechanism of rain formation ■ Practical Exercise: Draw step by step general mechanism of rainfall formation ■ Contextualisation with life situations: Draw step by step the mechanism of orographic rainfall (Mount Cameroon Area etc.).						1 Hour
						11 - Climate Change and consequences - General Causes - Manifestations -Consequences	- Global Warming - Greenhouse effect - Adaptation - Mitigation	- Identify - Read climatic data -Compare - Writing a message of sensitisation	- Sense of Observation - Sensitivity to environmental problems	- Maps - Statistics - Temperature rainfall Graphs - GLOBE Centre - Delegations of the MINENPSD - Appropriate Institutions	Same as in other Lessons	2Hours
						Further Study 4: Climate change and consequences in Cameroon ■ The manifestations; Consequences and the adaptation and mitigation strategies.						1 Hour
						Further Study 5 : Other Agents of catastrophes (crickets, granivorous birds, elephants) ■ Manifestations, consequences and solutions						1 Hr

FORM ONE CLASS

Contextual Framework		Competent Acting (Functioning)		Resources									Duration of Lesson		
				Essential Knowledge				Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques				
Family(Bank) of situations	Examples of Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Lessons	Notions/ concepts								
CATASTROPHES	- Landslides - Earth Tremors	Catastrophe Management - Adaptation - Mitigation	- Respect of building regulations - First Aid Training	Protection Against the wrath of nature	Movements of the Earth's Crust	12 – Tectonic Movements: - Internal Structure of the earth -Plates -Plate motions	- Lithospheric plates - Plate Tectonics	- Read the diagram of the internal structure of the earth - Identify plates on a map - Locate plates on a map	- Sense of Observation - Curiosity -Vigilance	-Maps -Manuals -Audio-visual Supports - Geology - Earth Sciences	Same as above	2 Hours			
						Further Study 6: Theories of Earth Movements ▪ Description and illustrations of Isostasy, Continental Drift and Plate Tectonics.							1 Hour		
						13-Consequences of the instability of the earth's crust: -Earthquakes -Volcanism (definition and consequences)	- Crustal Instability - Volcanism -Earthquake	- Locate volcanic and seismic zones on a map -Identify warning signals -Identify Monitoring Equipment - Name ejected volcanic materials	- Vigilance -Availability - Altruism - Empathy	-Photographs -Maps - Manuals -Audio-visual Supports - First Aid (Hospitals, Red Cross & Red Crescent) - Geology - Earth Sciences	Same as above	2 Hours			
						Practical Work 10: Manifestation of Seismic and Volcanic activities in Cameroon ▪ Read and Identify seismic and volcanic zones from a map ▪ Locate zones of recent volcanic and seismic activities on a map							1 Hour		
						Further Study 7:What to do in case of an earthquake or volcanic eruption (adaptation and mitigation measures)							1 Hour		

FORM TWO CLASS

MODULE 1

TITLE OF MODULE (UNIT): Man in his environment.

NUMBER OF INSTRUCTIONAL (Teaching/ Learning) HOURS: 27

PRESENTATION OF THE MODULE:

This module presents the world's population and the agro-pastoral activities in their milieu.

CONTRIBUTION OF THE MODULE TO THE AIMS AND GOALS OF THE CURRICULUM:

This module develops in the learner the abilities to judiciously exploit the resources of his/her natural environment.

CONTRIBUTION OF THE MODULE TO THE PROGRAM OF STUDY AND TO THE AREAS-OF-LIVING:

This module permits the learner to have an awareness of his/her responsibility in the exploitation of resources of his/her environment.

DIAGNOSTIC EVALUATION: Evaluation of knowledge acquired in previous class

2 Hours

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
Family(Bank) of situations	Examples of Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Lessons	Notions/ concepts	Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods & Techniques	
ENVIRONMENT AND MANAGEMENT OF RESOURCES	-Soil Impoverishment -Degradation of Biodiversity	- Protection of the Environment -Adaptation to climate change -Adoption of healthy ecological behaviours	- Reforest	MAN IN HIS ENVIRONMENT	The World's Population	1 - A Rapid growth of the World's Population -Historical evolution -Factors of the rapid population growth -Implications of the rapid population growth on natural resources	-Population - Natural Population Growth -Resources	- Read population growth graphs&curves -Calculate birth rate, death rate and natural growth rate - Identify types of natural Resources	- Sense of Observation - Curiosity - Sense of responsibility - Sense of carefulness - Respect of life	-Population data. - Population maps -BUCREP -United Nations Population Fund (UNPF) -Mathematics -Family members	- Observations ; - Excursions ; - Brainstorming ; - Simulation ; -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, Slides, - Geology kit - Laboratory work.	2 Hours

FORM TWO CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
Family(Bank) of situations	Examples of Situations			Category of Actions	Examples of Actions	Topic	Sub-topics	Essential Knowledge		Skills (Aptitudes)	Values & Attitudes	
		Lessons	Notions/ concepts									
ENVIRONMENT AND MANAGEMENT OF RESOURCES	-Soil Impoverishment 											

FORM TWO CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
Family(Bank) of situations	Examples of Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Essential Knowledge						
						Lessons	Notions/ concepts	Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
ENVIRONMENT AND MANAGEMENT OF RESOURCES	-Degradation of Biodiversity -Drying up of rivers	- Protection of the Environment -Adaptation to climate change -Adoption of healthy ecological behaviours	- Denounce Poaching - Dig wells	MAN IN HIS ENVIRONMENT	Exploitation of resources of the natural environment	Further Study 1: Deforestation: (Causes, manifestations, consequences and solutions)						1 Hour
						4 – Man in the tropical zone: -Location - Brief presentation of + The climatic characteristics + Resources - Traditional methods of exploitation of the resources - Problems faced - Proposed solutions	- Tropical Zone - Tropical Grassland (savannah) - Pastoral Nomadism -Crop Rotation - Fallow - Cereals	Compare the various savannah zones -Farming system	Same as in other Lessons	Same as in other Lessons	Same as in other Lessons	2 Hours
						Directed (Guided) Work 1: Main food crops of Cameroon <ul style="list-style-type: none">Name the main food crops of CameroonIdentify those of their natural regionDescribe the methods of cultivation, importance (socio-cultural and economic) NB: THE METHOD SHOULD BE ENQUIRY & RESTITUTION IN CLASS						1 Hour
						Directed (Guided) Work 2: Preservation (storage) of foodstuff in Cameroon NB: Enquiry on the techniques of conservation of agricultural, fishing and hunting products. (Restitution in class, debates and harmonisation on the advantages and limitations of the methods)						1 Hour
						Practical Work 3: Identification of Biological Resources (plants and animals) in Cameroon <ul style="list-style-type: none">Theoretical basis: Recall of the notion of resources, biodiversity and natural regionPractical Exercise: Identify natural resources from samples, photographs, (with resource persons if possible)in their natural region. State their uses Contextualisation with life situations: Identify protected species (plant and animals) of their locality or region NB: Debate on the importance of protection of species						2 Hours
						Practical Work 4 : Measures of Soil conservation in Cameroon <ul style="list-style-type: none">Theoretical basis: Define soil, soil erosion, soil conservation, terracing and the system of furrows& ridgesPractical Exercise:+ Enquiry on soil conservation, debate and restitution<ul style="list-style-type: none">Identify from pictures- terraces, ridges and furrows, wind breaksSketch the shapes of these measuresContextualisation with life situations: Describe measures of soil conservation in their locality						1 Hour
						Further Study 2: Firewood crises: (Causes, manifestations, consequences and solutions)						1 Hour

FORM TWO CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson				
Family(Bank) of situations	Examples of Situations	Category of Actions	Examples of Actions	Topic	Essential Knowledge			Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques					
					Sub-topics	Lessons	Notions/ concepts									
ENVIRONMENT AND MANAGEMENT OF RESOURCES	- -Degradation of Biodiversity -Drying up of rivers	- Protection of the Environment -Adaptation to climate change -Adoption of healthy ecological behaviours	- Denounce Poaching - Dig wells	MAN IN HIS ENVIRONMENT	Exploitation of resources of the natural environment	5- Man in the Hot Desert Milieu: - Location - Brief presentation of + The climatic characteristics + Resources - Traditional methods of exploitation of resources - Problems faced - Proposed solutions	-Desert Zone -Oasis -Irrigation - Pastoral nomadism	-Locate a desert area on a map - Identify some desert plants - Describe	Love for nature - Love for farming -Likeness for or positive attitudes to local food - Endurance - Sense of responsibility -curiosity - Sense of observation	-Pictures -Maps -Extracts - Audio-visual materials -Newspaper : “the Farmer’s Voice “ - Craftsmen - Farmers	Same as in other Lessons	2 Hours				
						Further Study 3: Products gathered from the wild (nature) in Cameroon Identify the various products (njangsa, eru, bush mango, bitter kola etc.), the methods of collection, and state the socio-cultural and economic importance of these products							1 Hour			
						6– Man in the Mediterranean Zone: - Location - Brief presentation of the climatic characteristics with rainfall graphs - Resources - Traditional Methods of Exploitation (extraction) - Problems faced - Proposed solutions	-Mediterranean Zone - Arboriculture - Irrigation -Transhumance - Animal Traction	-Identify the Mediterranean Zone from a climograph - Locate on a map the Mediterranean zone - Describe	Same as in other Lessons	Same as in other Lessons	Same as in other Lessons	2 Hours				
						Further Study 4 Traditional Fishing in Cameroon ▪ Identify the main zones, the products, methods of fishing, the methods of conservation and problems.							1 Hour			
						Directed (Guided) Work 3: Water Problems in their Region NB: Enquiry on the problem of water (sources, uses, management and problems of quantity and quality). Restitution in class, debates and harmonisation							1 Hour			

FORM TWO CLASS

MODULE 2

TITLE OF MODULE (UNIT): Space Occupation.

NUMBER OF INSTRUCTIONAL (Teaching/ Learning) HOURS: 16

PRESENTATION OF THE MODULE: This module presents the towns and country sides of Africa and their relationships.

CONTRIBUTION OF THE MODULE TO THE AIMS AND GOALS OF THE CURRICULUM: This module guides the learner to make responsible choices in relation to his/her well-being and to elaborate his/her professional project adapted to his/her environment.

CONTRIBUTION OF THE MODULE TO THE PROGRAM OF STUDY AND TO THE AREAS OF LIVING:

This module enables the learner to discover urban and rural areas and to contribute in the improvement of living conditions in the chosen environment.

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
Family(Bank) of situations	Examples of Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Lessons	Notions/ concepts	Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods & Techniques	
THE LURE (ATTRACTIONS) OF TOWNS	- Poverty in the countryside	LIMITING MIGRATIONS	-Elaborate projects to provide services to villages	SPACE OCCUPATION	Towns and country sides of Africa	7-Countrysides in Africa: - <i>Agricultural landscape</i> - <i>Rural Settlements</i> - Attractive and Repulsive aspects of rural areas (countryside) NB: Emphasis on the attractive aspects of the countryside	- Rural landscape - Land	-Read - Identify on a map forms and patterns of rural settlement -Identify visual materials types, patterns and forms of rural dwellings, - Describe a rural settlement	- Love of the land - Attachment to one's village - Solidarity	-Pictures -Maps, -Films -Extracts -Graphs -Handicraft -Patriarchs - Engineer -agricultural engineering -Hydrologist - Community development agents -Agriculture extension workers	- Observations ; - Excursions ; - Brainstorming ; - Simulation ; -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, Slides, - Geology kit - Laboratory work.	1 Hour
						Practical Work 5 : Rural Settlements in Africa ▪ Theoretical basis: Recall on the definition of rural settlements and types ▪ Practical Exercise: Identify the types of rural settlement from a topographic map/pictures; sketch the forms (linear, round, double etc.) and patterns (clustered, dispersed) of rural settlements. ▪ Contextualisation with life situations: Describe patterns& form of rural settlement in their locality						1 Hour

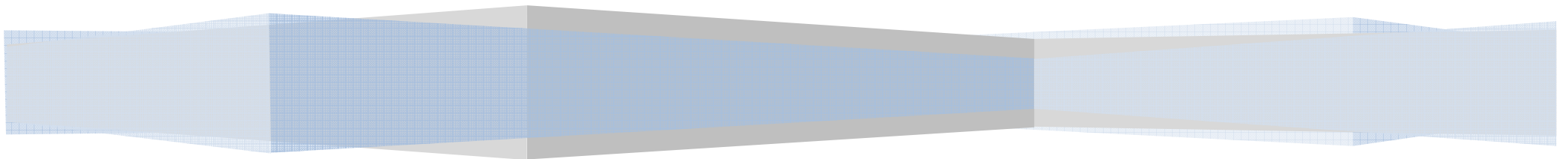
FORM TWO CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson	
Family(Bank) of situations	Examples of Situations			Category of Actions	Examples of Actions	Topic	Sub-topics	Essential Knowledge		Skills (Aptitudes)	Values & Attitudes		Other Resources
THE LURE (ATTRACTIVE) OF TOWNS	-Unemployment - Rural Exodus	LIMITING MIGRATIONS	-Self employment - Change in mentality	SPACE OCCUPATION	Towns and country sides of Africa	8 – Towns in Africa - Urban landscapes - Informal Activities - Problems of African Cities	- Town -Urban landscape -Informal Sector -Megalopolis	- Identify and classify towns from a map, -Compare towns - Describe a quarter in a town	- Sense of Observation -Curiosity	-Maps -Extracts -Pictures -Films -Graphics	Same as in other Lessons	2 Hours	
						Practical Work 6: Urban Landscapes in Africa ▪ Theoretical basis: Recall definition of town, shanty town, plan, site ▪ Practical Exercise: Identify from a map and locate main megalopolis of Africa + Sketch different plans or morphology ▪ Contextualisation with life situations: Describe the morphology of a quarter or settlement in their locality							1 Hour
						Further Study 5: Informal Sector Activities ▪ Types, general characteristics, importance and limitations							1 Hour
						Practical Work 7 : Location of Regional Headquarters of Cameroon and Divisional Headquarters of their region ▪ Theoretical basis: Name the regional and divisional headquarters ▪ Practical Exercise& Contextualisation with life situations: Locate these on a base map and name them							1 Hour
						Further Study 6 : Measures of management of urban Problems in Cameroon Types of urban problems, consequences, practical solutions and regulations in-force.							2 Hours
						9 -Relationships between towns and countryside: - Economic relationships - Cultural relationships - Population - Information (Newspapers)	- Flows	-Identify types of flows - Read flows from a map -Illustrate town countryside flows	- Critical thinking - Mutual respect - Mutual aid - Exchange - Tolerance - Open mindedness - Acceptance of others	-Council -“Buyamsellam” - Clandestine transporters; -Elite -Development Association - CIGs -Cooperatives	Same as in other Lessons	2 Hours	

FORM TWO CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
				Essential Knowledge				Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods & Techniques	
Family(Bank) of situations	Examples of Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Lessons	Notions/ concepts					
THE LURE (ATTRACTIONS) OF TOWNS	-Unemployment	LIMITING MIGRATIONS	Self-employment	SPACE OCCUPATION	Towns and Country sides of Africa	Further Study 7 : External Provision of fresh food supplies to towns <ul style="list-style-type: none">▪ Source zones that replenish big towns in Cameroon; products and transportation actors; problems and solutions.						1 Hour
	- Rural Exodus		- Change in mentality			Further Study 8: Rural Exodus in Cameroon <ul style="list-style-type: none">▪ Causes and consequences▪ Howcan the countryside be made more attractive?(Discussion)						2Hours
			Practical Work 8: Visit a quarter or village where the school is located <ul style="list-style-type: none">▪ Make an inventory of the type of infrastructure found and the activities carried out in their quarter▪ Observe and list some problems of their quarter▪ Participate in Human Investment exercises (clean-up campaign exercises) in their school and quarter						2 Hours			

***USER'S GUIDE
FOR THE SYLLABUSES OF
CITIZENSHIP EDUCATION, HISTORY & GEOGRAPHY***



TERMINOLOGY (GLOSSARY)

Curriculum: All the courses of study offered by an educational institution or a group of related courses, often in a special field of study. It includes a statement that regroups the aims, the activities and the steps of training and teaching, the didactic material, the modality and means of the assessment as well as the human resources and the time frame.

Curricula Aim: stated principles that orient a curriculum

Curricula Goals: General objectives of the curriculum.

Module: A unit of instruction (main topic) based on the resources that enable the development of particular competences. In the syllabus, it corresponds to a theme.

Chapter: A group of related topics.

Lesson: All teaching-learning activities covering a portion of the syllabus carried out during a clearly defined period. It can also be considered as a well determined period during which a portion of the syllabus is covered through the teaching-learning activities.

Notion/concept: This is a word or expression that enables the understanding of the lesson. This is a word or expression that underlies a lesson or which covers a major aspect of the lesson. Each notion or concept has sub-conceptions linked to it. Notions are therefore the references for the preparation of a lesson.

Area of Living: An aspect of life of a community (society) to which is attributed a social role. For example, family health and wellbeing, the working world, citizenship etc.

Social Role: This is a function that an individual accomplishes in a community. For example, a citizen of Cameroon and the world, manufacturer of goods and services.

Contextual Framework: Family (group) of situations and examples of situations which the syllabus intends to train the learner in.

Life Situations: The totality of circumstances that confront a person. For example, pollution.

Family (Group or Bank) of situations: All life situations sharing at least a common characteristic (property). For example, the environment and management of natural resources and waste.

Competent Functioning (Acting): All actions deployed by an individual in order to improve on a situation.

Action: This is what makes an individual competent in handling a life situation successfully. It is an action made by a person to demonstrate competency. For example: sort waste, recycle waste.

Category of Actions: These are all actions having at least a common characteristic. For example, developing friendly ecological behaviour (ecocentric). In the approach of starting (entry) with situations, competence refers to competent functioning, that is, the category of actions and the actions.

Resources: Means used by an individual to solve a situation. There are **internal resources** (essential knowledge, skills and attitudes/values) and **external resources** (personnel and instructional materials).

Essential knowledge: Knowledge from disciplines.

Skills/Aptitudes: Abilities/competences to be developed from a discipline for handling situations.

Attitudes/Values: Behaviour expected from a learner in the face of situations.

Method: Manner of doing something or reacting/ technique used by a teacher (instruction) to conduct appropriately teaching-learning activities.

Further Study (Extension): A group of documents on a topic which enables the completion and enriching of a lesson, chapter or module. It is virtually an analysis of all relevant documents that add more knowledge to the topic.

Practical Work: An exercise that permits the learner to plough back in a concrete and active manner the theoretical knowledge from the lesson.

Guided (Directed) Work: All exercises prepared, followed up and supervised by the teachers which are intended to reinforce skills, methods and knowledge of the discipline in the learner.

Evaluation (Assessment): The act of considering or examining learners in order to judge the value, quality, importance, extent of understanding, or conditions of instructions (teaching). The act of measuring the knowledge of a learner or the quality of an instruction, guided by set criteria.

Diagnostic Evaluation: An assessment of knowledge which permits the measuring of the actual level of knowledge of the learners in relation to their class in a bid to make remedy if judged inadequate.

Formative Evaluation: An assessment of the level of acquisition of resources (knowledge, skills and attitudes) and the ability to make use of them.

Summative Evaluation: An assessment which enables the teacher to verify through a questionnaire or series of exercises the difference between targeted (expected) and obtained results. This is always indicated by a score or mark.

Certificate Evaluation: This is an assessment that enables an appreciation of the level of instruction acquired by a learner at the end of a cycle of study. It is accompanied by a Diploma (Certificate).

Competence: This is the capacity to react with efficiency in any given situation or the capacity to mobilise relevant resources to resolve problems in a given situation.

Syllabus (Programme of Study): A subject or discipline (History, Citizenship Education, Philosophy, Geography, Economics, etc.) organised in modules.

Area (Field) Learning: This is the syllabuses of all subject areas with some linkages. For example, language field (English, French...), Humanities and Social sciences field (History, Citizenship Education, Philosophy, Geography, Economics, etc.).

Teaching-Learning Situation: These are all the activities conceived by a teacher that enable a learner to mobilise (acquire) the resources necessary for the development of competencies.

Observation Sub-cycle: This is the segment of Secondary Education comprising of the classes of Levels (Forms) 1 and 2.

INTERPRETATION AND UTILISATION OF THE SYLLABUS GRID

The syllabus grid is a summary table of the rubric (headings) following the sequence suggested by the Competency Based Approach (CBA), with entry by situations.

1. How to interpret the syllabus grid

Step 1: Reading horizontally: It goes from the **Contextual Framework**, through **Competent Acting** to **Resources**.

Step 2: Reading vertically: It introduces the teachers to the content of each rubric (heading).

❖ **The families of situations and the categories of have been prescribed and must not undergo any modification.**

+ On the contrary, the situations and the actions indicated in the grid are only examples. The contextualisation of teaching compels the teacher to give preference to situations and actions in his immediate environment.

❖ **Each module corresponds to a topic and every topic is divided into chapters and then into lessons. However, there are some chapters that form but a single lesson.** In some cases, lessons are proposed for the choice of the teachers. Examples are found in the History Syllabus for Form 2.

❖ **Notions** are major concepts about the lesson and parts of the lesson.

❖ **Further Study (Extensions), practical work and Guided (Directed) Work accompany some lessons and are obligatory.**

+ Each lesson, Further Study (Extensions), practical work and Guided (Directed) Work has a determined timeframe (duration).

+ Further Study (Extensions), practical work and Guided (Directed) Work are complete didactic sequences (lessons) on their own. As such, they must follow the same procedure of lesson preparation (Notes of Lesson).

❖ The rubric "**others resources**" refers to the external resources (instructional materials and human resources).

2. How to utilise the syllabus grid

❖ The teacher first consults the contextual framework and Competent Functioning. From these he/she identifies the family (group) of situations, and category of action. Subsequently he/she identifies the situations relevant to his/her immediate environment. Conversely, he/she looks for situations that conform to their immediate environment, or he/she sticks to the situations and actions listed in the grid. He/she then prepares his/her lesson but making sure that the teaching-learning activities should always be in line with the families of situations and the categories of actions.

METHODOLOGICAL APPROACH

Just as teaching by objectives, the competency based approach of learning leans on the use of active methods or teaching techniques which place the learner (Student) at the centre of Instruction. The teaching/Learning techniques we are going to discuss are:

- **Discussion/debate**
- **Brainstorming**
- **Role play/Simulation**
- **Group work**
- **Lecture and analysis of documents**
- **Presentation**
- **Interviews**
- **Enquiries/Excursions/Field work**
- **Practical Work**

I-Discussion/Debate

Discussion method or debates are aimed at encouraging an active and balanced participation of learner (Students) in class. During discussions, all the students or small groups share their thoughts on a topic or given subject. Meanwhile, debates take place between two groups of students defending contrary views on a given topic.

HOW TO CARRY OUT DISCUSSION IN CLASS

Objectives	Preliminary Steps	Leading the discussion/debate
-Find out what learners know about a topic -Develop discussion skills such as humility tolerance, patience, giving an opinion.	-Set the following rules from the start- <ul style="list-style-type: none"> • Listen carefully to others and wait until they have finished before you talk. • Feel free to disagree with others' views but Show- them respect and their views. 2)Manage well the debate by putting on the board <ul style="list-style-type: none"> -The debate topic -The objective of the debate -The desired results or outcome. 	-Allowing time for students to reflect on the topic/subject and if necessary let them pen down their thoughts. -Acknowledge the contribution of each student. It is helpful to write the key points on the chalk board to permit subsequent summary and analysis' -Encourage students to participate in the discussion by inviting them to add further views or in asking them if they agreed/disagreed with the points of the others -Encourage the students to talk to each other rather than directing all comments to the teacher.

DEALING WITH DIFFICULTIES

Difficulties	Remediation
Inaccurate information given by the learner	<ul style="list-style-type: none"> - Consider if the mistake/error is significant. If yes, ask the other students to give their opinion/intervene in a manner that will not discourage the original speaker. - Decide when to correct the misunderstanding yourself
When the students are reticent or reluctant to speak	<ul style="list-style-type: none"> - Remind them the objective is to explore ideas and points of view not to find the correct answer.
When discussion becomes disorderly	<ul style="list-style-type: none"> - Remind the students of the two rules set at the beginning or start of the discussion
When the talking is monopolized by a few students of a group	<ul style="list-style-type: none"> - Incite the other students to participate through questions - Ask those that have remained silent to read what they have written down
When discussions turn off to sensitive political issues, religious convictions/practice or cultural beliefs	<ul style="list-style-type: none"> - If the discussion is relevant to the syllabus, give more time in class for further exploration of the topic. Encourage the students to carry out research independently. - If not pertinent, the question or issue might be discussed out of the class to help the student concerned. Suggest that the student carries out individual research on the topic.

II- BRAINSTORMING

Brainstorming is a technique that encourages thinking by creating an atmosphere of suspended judgement. The students are given the opportunity to give as many ideas as possible in a given period of time.

HOW TO CARRY OUT BRAINSTORMING IN CLASS

Objectives	Steps to take	How to guide the discussion
<ul style="list-style-type: none"> - Compile the original ideas to feed the discussion or respond to a question - Encourage spontaneity 	<ul style="list-style-type: none"> - Inform the students that you want to collect as many ideas as possible from them. - Give the following instructions <ul style="list-style-type: none"> • Be spontaneous (avoid evaluating them with others) • Be receptive to the comment of others. Don't contradict or mock others • Add new ideas to those given by others 	<ul style="list-style-type: none"> - Clearly formulate a question and repeat it if necessary. - Take down, all contributions - If the exercise seems to lag, restate the question to stimulate new responses - At the end of the brainstorming exercise summarise the information and give a general response/answer

DEALING WITH DIFFICULTIES

Difficulties	Remediation
<ul style="list-style-type: none"> - The Students answers are unrelated to the topic - The students lack knowledge of the topic and therefore reluctant to share ideas 	<ul style="list-style-type: none"> - Redefine the topic more clearly before resuming - Provide same guiding responses to stimulate reflection and participation.

III- ROLE PLAYING**HOW TO CARRY OUT ROLE PLAYING IN CLASS**

Objectives	Preliminary steps	How to lead the class
Permit the students to have multiple points of view of in a given situation	<ul style="list-style-type: none"> - Explain the situation in order that each student participant will understand what each role requires or entails - Give the context: place, time circumstances and some other background information, in order to help them place themselves in the situation - Ask questions to help the students define each role - What does this want and why? What goal does he/she wish to obtain/achieve? - Leave some time for the preparation, the role play proper and the discussion. 	<p>For the role play to be effective follow the following 4 steps;</p> <ol style="list-style-type: none"> 1) Preparation-present the story (topic, situation, what decision are those concerned going to take) 2) Rehearse-with the teacher as the stage director or facilitator; 3) Perform: - give the audience an assignment: to concentrate on the story or setting rather than the actors. 4) Conclusion: Discussion and feedback. – encourage the students to comment on the issues raised. <ul style="list-style-type: none"> - Teacher, can conclude with remarks that bring the students back to the objective of the exercise.

DEALING WITH DIFFICULTIES

Difficulties	Remediation
<ul style="list-style-type: none"> - The seriousness of issues treated are made obscure by the entertaining nature of role playing - Class becomes noisy 	<ul style="list-style-type: none"> - Teacher may need to remind the students of the main topic/subject of the activity. - Control the laughter and maintain discipline.

IV- INTERVIEWING

This is the act of inviting someone to talk about his or her experiences by answering questions from students on a given topic.

HOW TO CARRY OUT INTERVIEWS IN CLASS

Objectives	Preliminary steps	How to lead the group
<ul style="list-style-type: none"> - to gather information from a first –person experience (report) - to develop interviewing skills 	<ul style="list-style-type: none"> - Contact a resource person and invite him/her to your school - Prepare a questionnaire with the student (learners) and if necessary give it in advance to the resource person. - Select students who will conduct the interview - Select one of the members of the group who will usher and present the visitor. - Select another member of the group to thank the visitor at the end of the interview. 	<ul style="list-style-type: none"> - Welcome and present the visitor. - Set the context and the amount of time for the interview - Outline the procedure the interview will follow. - Have the students ask the questions they have prepared; - Moderate the interview exchange when necessary - Let one of the students chosen, thank the visitor at the end of the interview

DEALING WITH DIFFICULTIES

Difficulty	Remediation
The visitor talks for long and out of the subject (topic)	<ul style="list-style-type: none"> - Refocus the conversation and suggest that the visitor answers questions asked by the students.

V- SMALL GROUPS

Working in small groups helps students to share ideas and to develop skills such as listening, humility; sharing/team spirit etc. The teacher can maintain the same group in carrying out a number of activities or vary the composition from one activity to another.

HOW TO CARRY OUT SMALL GROUPS IN CLASS

Objectives	Preliminary steps	Leading the group
<ul style="list-style-type: none"> - Have every student participate in the discussion and search for solutions - Develop initiative and cooperation skills (common research of solutions to problems) - Share and expand ideas - Experience teamwork - Assume leadership and responsibilities 	<ul style="list-style-type: none"> - Successful, small group work depends on three factors. <ol style="list-style-type: none"> 1) Clear instructions on the task to be accomplished 2) Time available 3) Imaginative and effective presentations to the large group - Form small groups of students following different criteria: by the goals to attain, by the experiences they bring to the particular activity, by gender, by whether they sit next to each other, by ability etc. - Tell the students first of all to write down their ideas before sharing them with the group. That will help them to formulate their own ideas before listening to those of others (co-construction). 	<ul style="list-style-type: none"> - State clearly the task and the results expected. - Fix a time limit for the task to be accomplished - Ask the members of the group to assign responsibilities: moderator, time-keeper, reporter - Explain the task of the moderator and the reporter and help the students to fulfil their role - Determine how the group will report the work of the small-groups oral presentation, role play etc. - Circulate within the groups; ask questions and follow-up the evolution of the work in groups.

DEALING WITH DIFFICULTIES

Difficulties	Remediation
<ul style="list-style-type: none"> - Student may not concentrate on the task or understand the instructions - The members of the group are not able to reconcile their differences - Some members may want to dominate the groups. - Cases where all the groups are working on the same topic - Non participation of some members 	<ul style="list-style-type: none"> - Identify the cause of the disturbance and restate the objective or ask the student to do that and write it on the chalk board. - Work with the group to come to a consensus. - Remind them of the objectives of small group work and the importance of the contributions of each member in accomplishing the task. - Ask only one group to present the work, then the other groups will complete with what had not been said; - Redistribute the tasks or responsibilities to those not participating, proceed to co-construction.

VI-ANALYSING DOCUMENTS

Documents are at the centre of instruction in social sciences.

a) TYPES OF DOCUMENTS

These are grouped in three (03) main categories: written documents, picture/photographs and other documents.

Written documents	Icons (images)	Other documents
<ul style="list-style-type: none"> - Newspaper articles “headlines, tracts”. - Speeches and declarations. - Letters - Official texts (laws, decrees treaties) - Literature (novels, memoirs, biography, autobiography, historical essays, political essays etc. 	<ul style="list-style-type: none"> - Adverts (art, propaganda, cinema) - Postcards - Photographs - Paintings, drawings, cartoons etc. 	<ul style="list-style-type: none"> - Maps (topographical, geological, climatic, thematic) - Diagrams, sketches - Table of statistics - Graphs (pie-chart, histogram pyramids, bar charts - Audio-visual - Observations in the field.

HOW TO CARRY OUT AN ANALYSIS OF DOCUMENTS IN CLASS

Objectives	Preliminary steps	Leading the group
<ul style="list-style-type: none"> - Equip yourself with knowledge - Develop competences (skills), in students <ul style="list-style-type: none"> • The ability to observe, situate, locate, identify, spot, name, link, compare • The ability to extract information from a document, classify, distribute, describe, regroup, differentiate, characterize, device etc. • The ability to explain, comment, interpret, give your point of view, separate information by bringing out importance, summarize, generalize, bring out the consequences • Draw conclusions etc. 	<ul style="list-style-type: none"> - Familiarise the students (learner) identify essential elements at the start, in the form of questions as follows: <ul style="list-style-type: none"> - What is it all about? (main idea) - Whom (author/source) When (context, surrounding, circumstances, date of publication, edition <ul style="list-style-type: none"> - For who (user) - The title, scale, key, name - Classify the document 	<ul style="list-style-type: none"> - If the lesson is introduced with the study of a document(s), after having acquired the document, ask the students to answer the following questions: <ul style="list-style-type: none"> - For who? - What is it about - What for? - When?

HOW TO CARRY OUT AN ANALYSIS OF DOCUMENTS IN CLASS (Continued)

Objectives	Preliminary steps	Leading the group
<ul style="list-style-type: none"> The ability to establish the link between many documents, detect, regroup, classify in a logical manner similar information, select and organize the main points in relation to the topic studied, explain, appreciate and complete the information 	<ul style="list-style-type: none"> Let the students read or observe the document in order to get to know the content and have enough time to discuss it. Present the photographs by explaining their purpose and the context. Prepare the students for a video-presentation with an introduction and questions, the answers of which they should be looking for as they watch the video. 	<p>Then, use questions relative to the topic of the lesson</p> <ul style="list-style-type: none"> With a blank document in front of the students let them react describe the scene or even complete it. From a case study, an opportunity is given to students to work through debates, discussion, writing and group work.

VII. INQUIRIES

To inquire: Search for testimonies/ analysis of information on a given topic/ process of resolution of problems from experiences. There are two categories of inquiries-**directed and free inquiries**

HOW TO CARRY INQUIRIES IN CLASS

Objectives	Preliminary steps	Leading the group
<ul style="list-style-type: none"> Encourage the students to identify the event/phenomenon and assemble the information by using external sources in class (idea, books, experiences related to the family and members of the community as well as folktales. 	<ul style="list-style-type: none"> Communicate/state the topic Define the objectives of the inquiry Have the questionnaire elaborated Determine/choose the resource person or the public targeted and place Choose the student responsible for the inquiry. Discuss with the students on the stages and the right attitude to display. 	<ul style="list-style-type: none"> Present yourself in front of the resource person Invite the students to ask prepared questions to conduct the inquiry. Moderate the interview if necessary Thank the resource person at the end of the session Sort out and analyse the result Restore in the form of presentation and/ or an album Exploit the information

Finally classroom practice calls of a combination of methods/techniques. It is important to lead the student to write down pertinent points while the different methods are being used.

Article 2: The syllabus presented in article one here above shall be implemented as from the beginning of the 2014-2015 school year;

Article 3: All previous provisions repugnant hereto are hereby repealed;

Article 4: Inspectors Coordinator General, the Director of General Secondary Education, the Director of Examinations and Certification, Regional Delegates of Secondary Education, Divisional Delegates of Secondary Education, Education Secretaries of various Private Educations Agencies, Principals of public and private schools, each in their own sphere shall be charged with the strict implementation of this order which shall be inserted and published in the Official Gazette in English and French.

Yaoundé, 13 AUG 2014

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