

MINISTRY OF SECONDARY EDUCATION
MINISTERE DES ENSEIGNEMENTS SECONDAIRES

INSPECTORATE GENERAL OF EDUCATION
INSPECTION GENERALE DES ENSEIGNEMENTS

SUBJECT SYLLABUS: HISTORY SYLLABUS

SECONDARY GENERAL EDUCATION: FORMS 3, 4 & 5 CLASSES



Observing the environment in order to make informed choices on training options for a successful future

INSPECTORATE OF PEDAGOGY FOR THE SOCIAL SCIENCES
INSPECTION DE PEDAGOGIE CHARGEE DE L'ENSEIGNEMENT DES SCIENCES HUMAINES

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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° 419/14 /MINESEC/ IGE *9 DEC 2014*

To outline the syllabuses for Form III, Form IV and Form V 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 III, Form IV and Form V 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 Bapes Bapes

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	- French - English - Living Languages II - Ancient Languages - Literature(in English and in French)
2- Science and Technology	- Mathematics - The Sciences(Physics, Chemistry, Technology, Life and Earth Sciences) - Computer Science
3- Social Sciences/Humanities	- Citizenship Education - History - Geography - Economics
4- Personal Development	- Sports and Physical Education - Manual Labour

For 4^{ème} and 3^{ème} (Francophone sub-system of education), the weekly workload and the quota as compared to the total number of hours on the time table (35 h) are displayed in the table below:

Domaines d'apprentissage	Volume horaire	Quota
Langues et Littérature	11 heures	31,42%
Sciences et Technologies	11 heures	31,42%
Sciences Humaines	06 heures	17,14%
Arts et cultures nationales	03 heures	08,57%
Développement personnel	03 heures	08,57%

For the Anglophone sub-system of education (Form III, Form IV and Form V) the same information is summarized in the table below:

Areas of learning	Weekly workload	Quota
Languages et Literature	11 hours	31,42%
Sciences et Technology	11 hours	31,42%
Social Sciences	06 hours	17,14%
Art, national languages and cultures	03 hours	08,57%
Personal development	03 hours	08,57%



Inspecteur Général des Enseignements

Dr 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	• Participation in family life • Healthy professional relationships • Social integration
2	Economic life	• 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	• Preservation of the Environment • Quest for a healthy life style • Choosing and practising a healthy life style
4	Citizenship	• Mastery of rules and regulations governing the Cameroonian society • Discovery of cultural values and customs of the Cameroonian society
5	Media and Communications	• 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.

Areas of Learning	Disciplines	Expected outcomes at the end of the 1 st cycles
	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 /Humanities	History Geography Citizenship Education Economics	Possess cultural references to better locate events in time and space within a democratic system and become a responsible citizen. Citizenship Education: Possess essential knowledge in rights and duties in order to fulfil his/her citizenship. 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. Economics: Develop an understanding of economic theory and the how to contribute in solving the basic economic problem Be aware of actions taken to solve some major economic issues at the national and global scale.

Areas of Learning	Disciplines	Expected outcomes at the end of the 1 st cycles
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.		

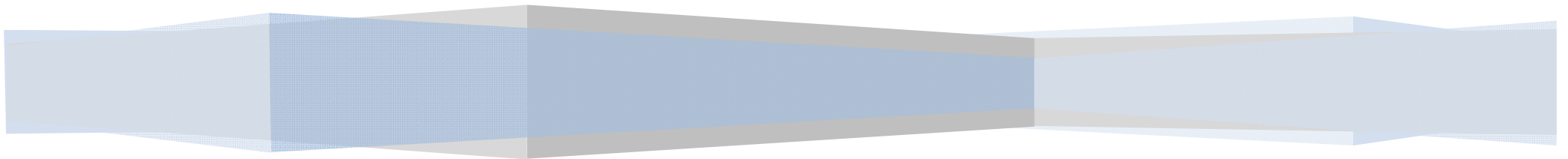
Areas of Learning	Disciplines	Expected outcomes at the end of the 1 st cycles
6- Cross curricular competences	Intellectual and Methodological domains	Solve Problem in a given situation; Use knowledge skills and values with confidence in order to solve real life problems within the different domains of 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.

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 throughout his/her life, to contribute to sustainable development and become a responsible citizen.

LEARNING AREA : SOCIAL SCIENCES/HUMANITIES
FORMS 3, 4 and 5

SUBJECT SYLLABUS: HISTORY SYLLABUS
SECONDARY GENERAL EDUCATION: FORMS 3, 4 & 5 CLASSES

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



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 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- • 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 -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	- 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	- Remind them the objective is to explore ideas and points of view not to find the correct answer.
When discussion becomes disorderly	- 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	- 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	- 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
- Compile the original ideas to feed the discussion or respond to a question - Encourage spontaneity	- Inform the students that you want to collect as many ideas as possible from them. - Give the following instructions • 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	- 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
- The Students answers are unrelated to the topic - The students lack knowledge of the topic and therefore reluctant to share ideas	- 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	- 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.	For the role play to be effective follow the following 4 steps; 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. - Teacher, can conclude with remarks that bring the students back to the objective of the exercise.

DEALING WITH DIFFICULTIES

Difficulties	Remediation
- The seriousness of issues treated are made obscure by the entertaining nature of role playing - Class becomes noisy	- 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
- to gather information from a first –person experience (report) - to develop interviewing skills	- 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.	- 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)	- 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
- 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	- Successful, small group work depends on three factors. 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).	- 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
- 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	- 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
- Newspaper articles “headlines, tracts”. - Speeches and declarations. - Letters - Official texts (laws, decrees treaties) - Literature (novels, memoirs, biography, autobiography, historical essays, political essays etc.	- Adverts (art, propaganda, cinema) - Postcards - Photographs - Paintings, drawings, cartoons etc.	- 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
- Equip yourself with knowledge - Develop competences (skills), in students • 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.	- Familiarise the students (learner) identify essential elements at the start, in the form of questions as follows: - What is it all about? (main idea) - Whom (author/source) - When (context, surrounding, circumstances, date of publication, edition) - For who (user) - The title, scale, key, name - Classify the document	- 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: - 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
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	- 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.	Then, use questions relative to the topic of the lesson 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
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.	- 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.	- 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 re being used.

DIRECTIVES ON EVALUATION

I- DEFINITION OF EVALUATION (*See the section on TERMINOLOGY*)

The evaluation of skills (competences) is a three phase process:

- ❖ The possession of resources to be evaluated
- ❖ The mobilisation of resources in context or situation
- ❖ Reflexive feed-back of the resources (or re-investment). That is, ability to use them in other situations.

II- TYPES OF EVALUATION

Three types of evaluation have been chosen:

1- Diagnostic Evaluation:

It is administered before instruction (in a new class or level) in order to assess the level of the student's previous knowledge. The purpose is to anticipate potential learning difficulties and remediation exercises before going into the new level of instructions. It is carried out systematically therefore at the start of the school year on first contact with the class. The remediation exercises can be done either immediately or progressively.

2- Formative Evaluation:

This permits the assessment of the degree of acquisition and/or mobilisation of resources at the end of each teaching-learning sequence and each lesson. It therefore provides feedback on how well students are acquiring the skills in each lesson during the process of instruction.

3- Summative Evaluation:

This is for grading purposes, for it is sanctioned by a mark. It could be either a written or oral test. It is carried out during or at the end of the administrative sequence (6 weeks).

III- EVALUATION PROCEDURE (CRITICAL THINKING EXERCISES)

1- Diagnostic Evaluation

❖ **Conditions:** Teachers should master the syllabus of the previous year and that of the current year (skills and resources)

❖ **Content:**

- The family and school environment of the learners (what they think of their school and the discipline)
- The subject knowledge of the learners
- Their know-how (skills or aptitudes)
- The verification of the material by the teacher

❖ **Modalities**

- Get the students' attention
- Evaluate using appropriate test items or close questions as Multiple Choice Questions (MCQs)
- Correction and exploitation (take note of the results and especially the recurrent errors)
- Carry out remedies based on these recurrent errors.

2- Formative evaluation

❖ **Condition**

- The questions must be prepared.
- It must be done at the end of each stage of instruction
- It should be based on the resources acquired by the learner in the course of the learning activities or complex situation at the end of the chapter.

❖ **Content:** It must comprise of Knowledge, Know-how (skills) and complex situation at the end of the module.

❖ **Modalities:** Formative evaluation is basically oral and is better to be done in groups.

General Presentation of the Syllabus

History is the study of past events based on diverse sources. Together with the other disciplines that make up the curriculum, it contributes to;

- The intellectual training of learners which enables them become independent with a high critical and reflective thinking capacity.
- Integrate the learner into the social and professional life.

As a mind –training discipline, History permits the acquisition of skills necessary for the understanding of the roots of the present, in order to better prepare for the future and avoid mistakes of the past. It develops in the learner, the capacity of being open to the world while being more sensitive to problems of common interest and the wellbeing of humanity.

This syllabus follows the Competency Based Approach (CBA) with entry points being Life Situations. The learner's competence is developed from chosen Families of Situations. This permits him/her to determine what actions to take and to identify the necessary resources to resolve a given problem. This syllabus provides the Contextual Framework, Competent Acting and Resources.

The Place of the Syllabus in the Curriculum

Learning history has as goal the acquisition of a great consciousness of cultural identity. It enhances tolerance and mutual understanding among people on the one hand, contributes to national integration, the affirmation of the Cameroonian personality, thus reinforcing patriotism. It also promotes African unity and integration.

Contribution of the Syllabus to the Area-of-Learning

The Area-of-Learning called the Social Sciences, is made up of disciplines that are concerned with matters associated with human societies and their works. These disciplines are History, Geography, Philosophy, Citizenship Education and Economics. History develops the critical and imaginative mind, judgmental spirit as well as self-assertion. It calls for the observation of the here and there, yesterday and today thus being awakened to change and diversity that characterize the present world.

Contribution of Syllabus to Areas- of –Living

This syllabus has as ambition, to reinforce the learner's acquired resources in the Areas-of-Living, which are Citizenship and Social life. It works towards the harmonious integration into the family and society and a better understanding of the world by the learner. This syllabus contributes to the building up of good citizenship.

Presentation of the Families of Situations Covered by the Syllabus

N°	Family of Situations	Areas-of-Living
1	The Violation of Rights	Citizenship
2	Conflicts	
3	National Integration	
4	Regional Integration	
5	Globalization	
6	Leadership	Social Life

Summary Table of Content of the Different Modules

CYCLE	CLASS	TITLES OF MODULES (UNITS)	STATUS	DURATION (PERIODS)
First	FORM 3	European Activities in Africa before and during Colonisation	Compulsory	42
		Major International conflicts of the 20 th Century and the Consequences (The First World War and its Effects 1914 -1919)	Compulsory	28
	FORM 4	Major International Conflicts of the 2th Century and the Consequences (The Second World War and its Effects – 1939 – 1945)	Compulsory	24
		The Road to Independence (Cameroon)	Compulsory	13
		The Concept of Re-Unification.(Cameroon)	Compulsory	15
	FORM 5	The Decolonization Process and Post Independent Instability in Africa	Compulsory	22
		Economic Development and Regional Integration (The World)	Compulsory	13
		International Relations and Organisations	Compulsory	25

PROGRAMME OF STUDY (SYLLABUS): HISTORY

- **Total Number of Periods : 270**
 - ◆ **Teaching-Learning: 225 Periods**
 - ◆ **Evaluation-Correction- Remediation: 45 Periods**

- **Number of Periods per Week: 3**

- **Coefficient : 3**

FORM THREE CLASS

MODULE 1:

TITLE OF THE MODULE: European Activities in Africa before and during Colonisation

NUMBER OF INSTRUCTIONAL (TEACHING /LEARNING) PERIODS: 42

PRESENTATION OF THE MODULE: The module introduces the learner to the active presence of the Europeans on the coast of Africa and how their activities led to the European domination of the African continent.

CONTRIBUTION OF MODULE TO THE AIMS AND GOALS OF THE CURRICULUM: The module opens the learner's thoughts to the dangers of all forms of foreign infiltration against the interest of the indigenes

CONTRIBUTION TO THE SYLLABUS AND TO AREAS-OF-LIVING: This module contributes to the learner's awareness of his/her responsibility to educate (toward) his/her community

DIAGNOSTIC EVALUATION: Evaluation of knowledge acquired in the previous class
Discussions
2 Periods

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson (Periods)
Family 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	
The violation of rights	- Abuse of indigenous authority - Excessive exploitation of economical and human resources - Slave trade - Forced labour - Expropriation of land	Protection and promotion of indigenous rights	Educate the masses on their human rights	European activities in Africa before and during colonisation	Cameroon before annexation	1) Introduction: Political and Economic life of Cameroon before Annexation	-Pre-colonial History	--Situates -Describe -Identify -Explain -Sketch -Name -List -Locate	-Sense of memory -Curiosity -Self pride -Self-confidence -Optimism -Tolerance	-Textbooks - Photographs -Library -Museums -Human resources -Material Resources	-Brainstorming - Discussion/Debate -Document/Text analysis -Enquiries -Role-play/Simulation -NB Teacher should choose method(s) appropriate to lesson.	1
						2) European Powers on the coast of Cameroon.	-Scramble					1

FORM THREE CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson (Periods)
				Essential Knowledge				Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
Family of situations	Examples of Life Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Lessons	Notions/ concepts					
The violation of rights	- Abuse of indigenous authority - Excessive exploitation of economical and human resources - Slave trade - Forced labour - Expropriation of land	Protection and promotion of indigenous rights	Educate the masses on their human rights	European activities in Africa before and during colonisation	Cameroon before annexation	3) European scramble for Cameroon: -Definition of concept -Reasons for and contributions of early European a) Explorers b) Missionaries C) Traders, in the scramble	Scramble	-Situating -Describe -Identify -Explain -Sketch -Name -List -Locate	-Sense of memory -Curiosity -Self pride -Self-confidence -Optimism -Tolerance	-Textbooks - Photographs -Library -Museums -Human resources -Material Resources	-Brainstorming - Discussion/Debate -Document/Text analysis -Enquiries -Role-play/Simulation -NB Teacher should choose method(s) appropriate to lesson.	2
						4) Activities of European - Explorers - Missionaries - Traders - Politicians - Statement - Soldiers on the rest of the African coast before colonisation (identify and state their contributions)						2
						5) Motives for European Scramble for Africa - Political - Social - Economic						2

FORM THREE CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson (Periods)
				Essential Knowledge				Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
Family of situations	Examples of Life Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Lessons	Notions/ concepts					
The violation of rights	- Abuse of indigenous authority - Excessive exploitation of economical and human resources - Slave trade - Forced labour - Expropriation of land	Protection and promotion of indigenous rights	Educate the masses on their human rights	Europea n activitie s in Africa before and during colonisa tion	German annexation of Cameroon 1884-1916	6) Why and how the Germans annexed Cameroon	Annexation	-Situating -Describe -Identify -Explain -Sketch -Name -List -Locate	-Sense of memory -Curiosity -Self pride -Self- confidence -Optimism -Tolerance	-Textbooks - Photograp hs -Library -Museums -Human resources -Material Resources	-Brainstorming - Discussion/Deb ate -Document/Text analysis -Enquiries -Role- play/Simulation -NB Teacher should choose method(s) appropriate to lesson.	1
						7) Attitude of the Coastal Chiefs and kings toward the scramble and annexation of Cameroon.						1
						8) The Berlin West African conference: - Participants - Reasons- -Resolutions -Effects on German – Cameroon						2
					European occupation of the rest of Africa	9) Consolidation /Expansion of the German Imperial rule in Cameroon	Expansion					1
												10) Reaction of the natives toward German annexation -Case Studies -Douala war/Land case -Bakweri, Bangwa, Mamfe

FORM THREE CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson (Periods)	
Family of situations	Examples of Life Situations			Category of Actions	Examples of Actions	Topic	Essential Knowledge		Skills (Aptitudes)	Values & Attitudes	Other Resources		Methods& Techniques
		Sub-topics	Lessons				Notions/ concepts						
The violation of rights	- Abuse of indigenous authority - Excessive exploitation of economical and human resources - Slave trade - Forced labour - Expropriation of land	Protection and promotion of indigenous rights	Educate the masses on their human rights	European activities in Africa before and during colonisation	German annexation of Cameroon 1884-1916	11) economic and social development in German Cameroon	Development	-Situating -Describe -Identify -Explain -Sketch -Name -List -Locate	-Sense of memory -Curiosity -Self pride -Self-confidence -Optimism -Tolerance	-Textbooks -Photographs -Library -Museums -Human resources -Material Resources	-Brainstorming - Discussion/Debate -Document/Text analysis -Enquiries -Role-play/Simulation -NB Teacher should choose method(s) appropriate to lesson.	1	
						12) Effects and weaknesses of the Berlin West African Conference on the rest of Africa.	Scramble					1	
					European occupation of the rest of Africa	13) Methods of acquisition of African territories by European powers By annexation -Concession -Protectorate -Mandate -Negotiation -Military conquest	Acquisition					2	
						Guided work I – European colonial possessions in Africa							
					African Reaction to Imperialism .	14) Reasons for African collaboration with European powers.	Acquisition	Same as in Lessons above	Same as in Lessons above	Same as in Lessons above	Same as in Lessons above	Same as in Lessons above	1
						15) General causes of African Resistance							1

FORM THREE CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson (Periods)
Family of situations	Examples of Life Situations	Category of Actions	Examples of Actions	Topic	Essential Knowledge			Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
					Sub-topics	Lessons	Notions/ concepts					
The violation of rights	- Abuse of indigenous authority - Excessive exploitation of economical and human resources - Slave trade - Forced labour - Expropriation of land	Protection and promotion of indigenous rights	Educate the masses on their human rights	Europe an activiti es in Africa before and during colonis ation	African Reaction to Imperiali sm.	16) Case studies i) Abyssinian Resistance – Causes, -Course and effects ii) The Mandinka Resistance -Causes - Course - Effects iii) The Maji-Maji Resistance: -Causes, - Course -Effects	-Imperialism -Resistance	-Situ ate -Describe -Identify -Explain -Sketch -Name -List -Locate	-Sense of memory -Curiosity -Self pride -Self- confidence -Optimism -Tolerance	-Textbooks -Photographs -Library -Museums -Human resources -Material Resources	-Brainstorming - Discussion/Deb ate -Document/Text analysis -Enquiries -Role- play/Simulation -NB Teacher should choose method(s) appropriate to lesson.	3
						17Main features and characteristics of European colonial policies in Africa: 1900-1945	Colonial Policies					1
						18) The British colonial policies of Indirect Rule in Nigeria- How it was implemented -Merits - Demerits						2

FORM THREE CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson (Periods)
Family 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	
The violation of rights	- Abuse of indigenous authority - Excessive exploitation of economical and human resources - Slave trade - Forced labour - Expropriation of land	Protection and promotion of indigenous rights	Educate the masses on their human rights	European activities in Africa before and during colonisation	German annexation of Cameroon on 1884-1916	19) The French Colonial Policy of Assimilation in Senegal -How it was implemented -How it benefited Africans -Why it failed in other areas.	Colonial Policies	-Situating -Describe -Identify -Explain -Sketch -Name -List -Locate	-Sense of memory -Curiosity -Self pride -Self-confidence -Optimism -Tolerance	-Textbooks -Photographs -Library -Museums -Human resources -Material Resources	-Brainstorming - Discussion/Debate -Document/Text analysis -Enquiries -Role-play/Simulation -NB Teacher should choose method(s) appropriate to lesson.	2
						20) Belgian policy of Paternalism – Definition -Reasons for -Merits -Demerits						2
						21) Characteristics of White Settler Colonies in Kenya, -Rhodesia, -Algeria						2
						22) Apartheid in South Africa - Definition (meaning) - Causes - Manifestations						2

FORM THREE CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson (Periods)
Family 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	
The violation of rights	- Abuse of indigenous authority - Excessive exploitation of economical and human resources - Slave trade - Forced labour - Expropriation of land	Protection and promotion of indigenous rights	Educate the masses on their human rights	Europe an activities in Africa before and during colonisation		23) The fight against Apartheid (International and External factors) - Why apartheid failed.	Apartheid	-Situating -Describe -Identify -Explain -Sketch -Name -List -Locate	-Sense of memory -Curiosity -Self pride -Self-confidence -Optimism -Tolerance	-Textbooks -Photographs -Library -Museums -Human resources -Material Resources	-Brainstorming - Discussion/Debate -Document/Text analysis -Enquiries -Role-play/Simulation -NB Teacher should choose method(s) appropriate to lesson.	2
						24) Reasons for the war of liberation in South West Africa	Liberation					1
						Further Studies: 1 Freedom Fighters ▪ Nelson Mandela ▪ Robert Mugabe ▪ Sam Nujoma and ▪ others						1

FORM THREE CLASS

MODULE 2:

TITLE OF THE MODULE: Major International Conflicts of the 20th Century and the Consequences. (The First World War)

NUMBER OF INSTRUCTIONAL (TEACHING /LEARNING) PERIODS: 28

PRESENTATION OF THE MODULE: The module presents the first global conflict 1914 -1919 and the impact on all continents of the world.

CONTRIBUTION OF MODULE TO THE AIMS AND GOALS OF THE CURRICULUM: This module permits the learner to weigh both the negative and positive effects of conflicts in his/her community.

CONTRIBUTION TO THE SYLLABUS AND TO AREAS-OF-LIVING: This module makes for a better understanding of the socio-cultural and political set up of Cameroon.

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson (Periods)
Family of situations	Examples of Life Situations			Category of Actions	Examples of Actions	Topic	Essential Knowledge		Notions/ concepts	Skills (Aptitudes)	Values & Attitudes	
		Sub- topics	Lessons									
Conflicts	Inter-state wars -Civil wars -Ethnic wars -Conflicts over boundaries	Prevent and Resolve Conflicts	-Negotiate peace -Repair Relations -Arbitrate -Self defence	Major internat ional conflict s of the 20 th Centur y and the conseq uence	The First World war 1914 - 1919	25) Causes of the First World War 1914-1919	War	-Situate -Describe -Identify -Explain -Sketch -Name -List -Locate	-Sense of memory -Curiosity -Self pride -Self- confidence -Optimism -Tolerance	-Textbooks -Photographs -Library -Museums -Human resources -Material Resources	-	1
						26)The Paris Peace Settlement and Terms of the Treaty of Versailles	-Treaty				- Brainstorming -Discussion/ Debate - Document/Te xt analysis -Enquiries -Role- play/Simulatio n -NB Teacher should choose method(s) appropriate to lesson.	1
					The First World war in Camero on (1914 - 1919)	27)Why the war was fought in Cameroon -How the war was fought in Cameroon - The role played by the Cameroonians -Why the Germans were defeated	War					2

FORM THREE CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson (Periods)
Family of situations	Examples of Life Situations			Category of Actions	Examples of Actions	Topic	Sub-topics	Essential Knowledge		Skills (Aptitudes)	Values & Attitudes	
Conflicts	Inter-state wars -Civil wars -Ethnic wars -Conflicts over boundaries	Prevent and Resolve Conflicts	-Negotiate peace -Repair Relations -Arbitrate -Self defence	Major international conflicts of the 20 th Century and the consequence	The First World war in Cameroon (1914 - 1919)	28) Attempts by Britain and France to establish a condominium and - Reasons why it failed	Condominium	-Situating -Describe -Identify -Explain -Sketch -Name -List -Locate	-Sense of memory -Curiosity -Self pride -Self-confidence - Optimism - Tolerance	-Textbooks - Photographs -Library -Museums -Human resources -Material Resources	-Brainstorming -Discussion/ Debate -Document/Text analysis -Enquiries -Role-play/Simulation -NB Teacher should choose method(s) appropriate to lesson.	1
						29) The Partition of Cameroon: (Illustrate) - Reason for - How - Effects	Partition					2
						30) Cameroon under the British and French Mandate.1922-1939 - Definition of mandate system - Aims - Terms of the Mandate	Mandate					2
						31) Why and how British Cameroons was ruled from Nigeria	Colonial Policy					1
						32) Economic and social development in British Cameroon -How and why Britain neglected the development of Southern Cameroons	Development					2

FORM THREE CLASS

Contextual Framework		Competent Acting (Functioning)		Resources									Duration of Lesson (Periods)
Family of situations	Examples of Life Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Essential Knowledge		Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques		
Conflicts	Inter-state wars -Civil wars -Ethnic wars -Conflicts over boundaries	Prevent and Resolve Conflicts	-Negotiate peace -Repair Relations -Arbitrate -Self defence	Major international conflicts of the 20 th Century and the consequence	The First World war 1914 - 1919	33) French Colonial policies in Cameroon -Administrative set-up (local government and the judiciary) - Economic development - Social development	Colonial Policy	-Situating -Describe -Identify -Explain -Sketch -Name -List -Locate	-Sense of memory -Curiosity -Self pride -Self-confidence -Optimism -Tolerance	-Textbooks -Photographs -Library -Museums -Human resources -Material Resources	-Brainstorming -Discussion/ Debate -Document/Text analysis -Enquiries -Role-play/Simulation -NB Teacher should choose method(s) appropriate to lesson.	2	
						34) Reaction of Cameroons to British and French Mandatory rule - What were the positive and negative aspects of the policies	Colonial Policy					2	
						35) Case studies of some resistance a) Douala b) Bamum d) Gbaya (emphasize on local examples)	Resistance					2	

FORM THREE CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson (Periods)
Family of situations	Examples of Life Situations			Topic	Sub-topics	Essential Knowledge		Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
		Lessons	Notions/ concepts									
Conflicts	- Inter-state wars -Civil wars -Ethnic wars -Conflicts over boundaries	Prevent and Resolve Conflicts	-Negotiate peace -Repair Relations -Arbitrate -Self defence	Major international conflicts of the 20 th Century and the consequence	The First World war in the rest of Africa(1914 - 1919) and its effects	36) Reasons for Africa’s involvement and the role played by Africans in the war.	War	-Situating -Describe -Identify -Explain -Sketch -Name -List -Locate	-Sense of memory -Curiosity -Self pride -Self-confidence -Optimism -Tolerance	-Textbooks -Photographs -Library -Museums -Human resources -Material Resources	-Brainstorming -Discussion/ Debate -Document/Text analysis -Enquiries -Role-play/Simulation -NB Teacher should choose method(s) appropriate to lesson.	1
						37) Effects of the Paris Peace Settlement : Impact of the Versailles Treaty (1919-1920) on Africa	Treaty					1
						38) The birth of Pan-Africanism:- - Origin - Aims -Pan-African Congresses 1900-1945						2
						39)The Abyssinian Crisis and its effects on Pan-Africanism	War					1
						Further studies I. Identify Africanist in the diaspora e.g Marcus Garvey.						1
					The War in Europe and the effects	40)Criticism for and against the Versailles Treaty	Treaty	Same as in the lessons above	Same as in the lessons above	Same as in the lessons above	Same as in the lessons above	1
						41) Why totalitarian regimes emerged in Europe	Totalitarian					1
						42) Reason for the rise and growth of Nazism 1919-1945	Nazism					1
						43) How Communism emerged in Russia from 1917	Communism					1

FORM FOUR CLASS

MODULE 1:

TITLE OF THE MODULE: Major International Conflicts of the 20th Century and the Consequences (The Second World War)

NUMBER OF INSTRUCTIONAL (TEACHING /LEARNING) PERIODS: 24

PRESENTATION OF THE MODULE: The module presents the second global conflict (1939 -1945) and how it generated nationalism especially in Africa.

CONTRIBUTION OF MODULE TO THE AIMS AND GOALS OF THE CURRICULUM: This module familiarizes the learner with the principal actors in the liberation of Africa.

CONTRIBUTION TO THE SYLLABUS AND TO AREAS-OF-LIVING: It contributes to the development of a patriotic spirit and citizenship values.

DIAGNOSTIC EVALUATION: Evaluation of knowledge acquired in the previous class
Discussions
2 Periods

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson (Periods)
Family 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	
Conflict	- Inter-state wars - Civil wars - Ethnic wars - Inter-tribal wars	Prevent and Resolve conflicts	Negotiate peace Repair relationships Self-defence.	Major International Conflicts of the 20 th Century and the Consequences	The second world war (1939-1945) and effects on Cameroon	1) Causes of World War II 1939 -1945	War	-Trace -Situat - locate Describe -Explain -Sketch -List -Outline - Compare - Differentiate	-Tolerance -Love for one another -Respect -Sense of initiative -Sense of Memory - Hospitality -Bravery -Sense of justice	-Textbooks -Dictionaries - Maps - Photographs / Pictures Human resources Material resources Library -Museums	- Brainstorming - Discussion/ Debates - Text/Document analysis - Enquiries -Group work -Role-play NB Teacher should choose method appropriate to the lesson.	1
						2) Reasons for involvement - Role played by Cameroonians - Effects of the war on British/French Cameroons						2
						3) The Trusteeship Agreement - Definition - Why and how Cameroon became a Trust territory - How Cameroon was administered under the Trusteeship system	Trusteeship					2

FORM FOUR CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								
Family of situations	Examples of Life Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Essential Knowledge	Notions/ concepts	Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	Duration of Lesson (Periods)
						Lessons						
Conflict	- Inter-state wars - Civil wars - - Ethnic wars - Inter-tribal wars	Prevent and Resolve conflicts	Negotiate peace Repair relationships Self-defence.	Major International Conflicts of the 20 th Century and the Consequ ences	The second world war (1939-1945) and effects on Cameroon	4) The Brazzaville conference of 1944 - Reasons for the conference - Results of the Conference	Trusteeship	-Trace -Situate - locate Describe -Explain -Sketch -List -Outline - Compare - Differentiate	-Tolerance -Love for one another -Respect -Sense of initiative -Sense of Memory - Hospitality -Bravery -Sense of justice	-Textbooks -Dictionaries - Maps - Photographs / Pictures Human resources Material resources Library -Museums	- Brainstorming - Discussion/ Debates - Text/Document analysis - Enquiries -Group work -Role-play	2
						5) Constitutional and Administrative changes in French Cameroon						2
						6) The rise of Pressure Groups and Political Parties in the British/French Cameroons.	Pressure Groups					2
						7) The Eastern Regional Crisis - Causes -Manifestations -Consequences	Crisis					1
					The second world war (1939-1945) and effects on the rest of Africa	8) Africa’s Participation in The second World war - Reasons - The role played by Africans in the second World War	Nationalism					1
												9) The rise of Nationalism in Africa - Definition of Nationalism -internal and External factors that promoted African Nationalism

FORM FOUR CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson (Periods)
Family 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	
Conflict	- Inter-state wars - Civil wars - - Ethnic wars - Inter-tribal wars	Prevent and Resolve conflicts	Negotiate peace Repair relationships Self-defence.	Major International Conflicts of the 20 th Century and the Consequences	The second world war (1939-1945) and effects on the rest of Africa	10) Case studies - The Algerian Revolution: FLN and its impact on African Nationalism	Nationalism	-Trace -Situating - locate Describe -Explain -Sketch -List -Outline - Compare - Differentiate	-Tolerance -Love for one another -Respect -Sense of initiative -Sense of Memory - Hospitality -Bravery -Sense of justice	-Textbooks -Dictionaries - Maps - Photographs / Pictures Human resources Material resources Library -Museums	- Brainstorming - Discussion/ Debates - Text/Document analysis - Enquiries -Group work -Role-play	2
						11) The Mau-Mau revolts in Kenya - Causes - Effects						1
					Global Effects of World War II	12) The Cold War: Origin -Manifestations	Cold War					2
						13) The Thaw in the Cold War (The Detente) - Meaning - Manifestations	Detente					2

FORM FOUR CLASS

MODULE 2

TITLE OF THE MODULE: The Road to Independence

NUMBER OF INSTRUCTIONAL (TEACHING /LEARNING) PERIODS: 13

PRESENTATION OF THE MODULE: The module permits the learner to discover the leaders who fought for the independence of Cameroon.

CONTRIBUTION OF MODULE TO THE AIMS AND GOALS OF THE CURRICULUM: Contributes in the development of leadership skills in the learner.

CONTRIBUTION TO THE SYLLABUS AND TO AREAS-OF-LIVING: The module makes for a better understanding of the socio-cultural and political pattern of Cameroon.

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson (Periods)
Family 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	
Leadership	- Head/lead a political party. - Head an institution - President of an Association	Display the spirit of Leadership -Build/ Organise a society	-Participate in elections -Organise Political Rallies/Campaigns Preside over events -Organize people	The road to Independence: 1954-1961.	Politics in French Cameroon.	14) Introduction- The Loi cadre: Provisions and Consequences of the law.	Loi Cadre	-Trace -Situat - locate Describe -Explain -Sketch -List -Outline - Compare - Differentiate	-Tolerance -Love for one another -Respect -Sense of initiative -Sense of Memory - Hospitality -Bravery -Sense of justice	-Textbooks -Dictionaries - Maps - Photographs / Pictures Human resources Material resources Library -Museums	- Brainstorming - Discussion/ Debates - Text/Document analysis - Enquiries -Group work -Role-play	1
						15) Why Mbida came to power -His administration -Why he fell from power.	Power					2
						16) The rise of Ahidjo to power- -Why and how he rose to power. -His role in the Independence of French Cameroon	Power					2
						17) Reaction of Cameroonians and the France to Ahidjo's Policies	Policies					1

FORM FOUR CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson (Periods)
Family of situations	Examples of Life Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Essential Knowledge		Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
Leadership	- Head/lead a political party. - Head an institution - President of an Association	Display the spirit of Leadership -Build/ Organise a society	-Participate in elections -Organise Political Rallies/Ca mpaigns Preside over events -Organize people	The road to Independe nce: 1954- 1961.	Politics in British Cameroon.	18) The Granting of the Quasi Federal Territory.	Territory	-Trace -Situat - locate Describe -Explain -Sketch -List -Outline - Compare - Differentiate	-Tolerance -Love for one another -Respect -Sense of initiative -Sense of Memory - Hospitality -Bravery -Sense of justice	-Textbooks -Dictionaries - Maps - Photographs / Pictures Human resources Material resources Library -Museums	- Brainstorming - Discussion/ Debates - Text/Document analysis - Enquiries -Group work -Role-play	2
						19) The Rise and Fall of EML Endeley; Policies and Administration. -Why he won the 1959 elections in British Southern Cameroons	Southern Cameroons					2
						20) The Rise of Dr. JN Foncha; Policies and Administration to 1961. - Foncha’s Role in the 1961 Plebiscite	Plebiscite					2
						21) Results and Reaction to the 1961 Plebiscite	Plebiscite					1

FORM FOUR CLASS

MODULE 3:

TITLE OF THE MODULE: The Concept of Re-Unification

NUMBER OF INSTRUCTIONAL (TEACHING /LEARNING) PERIODS: 15

PRESENTATION OF THE MODULE: This module presents the uniqueness of the history of Cameroon and its evolution after independence.

CONTRIBUTION OF MODULE TO THE AIMS AND GOALS OF THE CURRICULUM: The module contributes to the establishment of National Integration and citizenship behaviour.

CONTRIBUTION TO THE SYLLABUS AND TO AREAS-OF-LIVING: This module makes for a better understanding of the socio-political and economic development of Cameroon.

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson (Periods)
Family 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	
National integration	Inter-tribal wars/conflicts -Political/cultural - Marginalisation	Promote of National integration	Promote multicultural Associations. Denounce tribalism -Denounce all forms of discrimination	The Concept of Re-Unification	The Federal Republic of Cameroon 1961-1972	22) Definition of the twin concept-Re-unification and Federation.	Unification	-State -Interpret -Outline -Trace -Explain -Describe -Identify -Name -Read - Locate	Respect -Collaboration -Optimism -Honesty -Tolerance -Love Sense of initiative -Determination -Commitment -Confidence.-	-Textbooks - Dictionaries - Maps - Photographs / Pictures Human resources Material resources Library -Museums	- Brainstorming - Discussion/ Debates - Text/Document analysis - Enquiries -Group work -Role-play	1
						23)Events leading to re-unification -The Bamenda Conference The Foumban Conference - Reasons and Decision - The Yaounde Tripartite Conference.						2
						24) Factors for and against Re-Unification						1

FORM FOUR CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson (Periods)					
Family of situations	Examples of Life Situations			Category of Actions	Examples of Actions	Topic	Essential Knowledge		Skills (Aptitudes)	Values & Attitudes	Other Resources		Methods& Techniques				
		Sub-topics	Lessons				Notions/ concepts										
National integration	Inter-tribal wars/conflicts -Political/ cultural - Marginalisation	Promote of National integration	Promote multicultural Associations. Denounce tribalism -Denounce all forms of discrimination	The Concept of Re- Unification	The Federal Republic of Cameroon 1961-1972	25) The Federal Constitution.	Constitution	-State -Interpret -Outline -Trace -Explain -Describe -Identify -Name -Read - Locate	Respect -Collaboration -Optimism -Honesty -Tolerance -Love Sense of initiative - Determination -Commitment -Confidence.-	-Textbooks - Dictionaries - Maps - Photographs / Pictures Human resources Material resources Library -Museums	- Brainstorming - Discussion/ Debates - Text/Docume nt analysis - Enquiries -Group work -Role-play	1					
						26) Political, Economic and Social development in East Cameroon.	Development					2					
						27) Political, Economic and Social Development in West Cameroon						2					
						29) The Collapse of the Federal System: Causes and Consequences						1					
						Guided Work –How Ahidjo facilitated the collapse of the Federal system_							1				
											30) Ahidjo’s Domestic Policies: Successes and Failures.	Policies	Same as in the lessons above	Same as in the lessons above	Same as in the lessons above	Same as in the lessons above	1
									31) Why and how Ahidjo Fell from power.	1							
									32) How and why Biya came to Power. -Reasons for his popularity	1							
									33) Biya’s Domestic Policies: Successes.		1						

FORM FIVE CLASS

MODULE 1:

TITLE OF THE MODULE: The Decolonisation process and Post Independence Instability.

NUMBER OF INSTRUCTIONAL (TEACHING /LEARNING) PERIODS: 22

PRESENTATION OF THE MODULE: This module presents the socio-political evolution of the African continent after World War II and Post-Independence Instability of some African Countries

CONTRIBUTION OF MODULE TO THE AIMS AND GOALS OF THE CURRICULUM: This module exposes the learner to the role of European powers in the exploitation and domination of Africa

CONTRIBUTION TO THE SYLLABUS AND TO AREAS-OF-LIVING: Contributes to the better understanding of the plight of Africa even after independence.

DIAGNOSTIC EVALUATION: Evaluation of knowledge acquired in the previous class

Discussions

2 Periods

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson (Periods)
Family 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	
Regional Integration	Economic exploitation Under-development -Tribalism -Religious intolerance	Promote Regional Integration	Denounce all forms of exploitation -Denounce all forms of discrimination	The Decolonisation process and Post Independent Instability	-The Decolonisation process in Africa	1) Case studies i) Gold coast – the stages of decolonisation -Role played by Nkrumah and his party 1945-1957	Decolonisation	-State -Interpret -Outline -Trace -Explain -Describe -Identify -Name -Read - Locate	Respect - Collaborati on -Optimism -Honesty -Tolerance -Love Sense of initiative - Determinat ion - Commitme nt - Confidence	-Textbooks -Dictionaries - Maps - Photographs / Pictures Human resources Material resources Library -Museums	- Brainstorming - Discussion/ Debates - Text/Document analysis - Enquiries -Group work -Role-play	2
						2)Nigeria - Internal and External factors of Nationalism in Nigeria - The stages of decolonisation in Nigeria 1945-1960 - The role of political party						2

FORM FIVE CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson (Periods)
				Essential Knowledge				Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
Family of situation s	Examples of Life Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Lessons	Notions/ concepts					
Regional Integrati on	Economic exploitation Under- development -Tribalism -Religious intolerance	Promote Regional Integration	Denounce all forms of exploitation -Denounce all forms of discrimination	The Decolonisation process and Post Independent Instability	-The Decolonisatio n process in Africa	3) The Algerian Revolution -FLN and its impact on African Nationalism	Nationalism	-State -Interpret -Outline -Trace -Explain -Describe -Identify -Name -Read - Locate	Respect -Collaboration -Optimism -Honesty -Tolerance -Love Sense of initiative - Determination -Commitment -Confidence	-Textbooks - Dictionaries - Maps - Photographs / Pictures Human resources Material resources Library -Museums	- Brainstorming - Discussion/ Debates - Text/Document analysis - Enquiries -Group work -Role-play	2
						4) Decolonisation in French West Africa -Stages: Political and constitutional changes 1944-1960	Decolonisation					2
						5) Decolonisation in Belgian Congo -Causes - Effects of the civil war						2
						.6) The decolonisation of Portuguese Africa - Why independence was delayed						2
						7) General causes of instability in post-independent Africa -Attempted solutions and reasons for the collapse (illustrate)	Instability					2

FORM FIVE CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson (Periods)
Family 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	
Regional Integration	Economic exploitation Under-development -Tribalism -Religious intolerance	Promote Regional Integration	Denounce all forms of exploitation -Denounce all forms of discrimination	The Decolonisation process and Post Independent Instability	-The Decolonisation process in Africa	8) Causes and effects of civil wars –Examples from -Nigeria - Congo Kinshasa - Liberia -Sudan	War	-State -Interpret -Outline -Trace -Explain -Describe -Identify -Name -Read - Locate	Respect - Collaboratio n -Optimism -Honesty -Tolerance -Love Sense of initiative - Determinatio n - Commitment -Confidence	-Textbooks -Dictionaries - Maps - Photographs / Pictures Human resources Material resources Library -Museums	- Brainstorming - Discussion/ Debates - Text/Docume nt analysis - Enquiries -Group work -Role-play	2
						9) Military coups in Africa -Causes - Effects	Coup					2
						Further Studies 1: Military Coups in Nigeria, Ghana and Egypt. - Manifestations - Causes - Consequences						2

FORM FIVE CLASS

MODULE 2:

TITLE OF THE MODULE: Economic Development and Regional Integration

NUMBER OF INSTRUCTIONAL (TEACHING /LEARNING) PERIODS: 13

PRESENTATION OF THE MODULE: It enables the learner trace the grand economic trends in the World before and after the major global wars of the 20th C.

CONTRIBUTION OF MODULE TO THE AIMS AND GOALS OF THE CURRICULUM: This module creates the spirit of economic development and the importance of solidarity for the wellbeing of the community.

CONTRIBUTION TO THE SYLLABUS AND TO AREAS-OF-LIVING: It makes for a better understanding of the power of industrialization toward any economic development.

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson (Periods)
Family 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	
Globalisation	Competition -Circulation of goods - Circulation of ideas	Participation in globalisation	Promote the movement/ Circulation of goods and person -Remove unnecessary trade barriers Advertise economic projects - Encourage industrialization	Economic development and Regional Integration	Industrial development before the First World War	10) Features of scientific Technological, Military, Medical and Transport development	Technological Development	Identify -Describe -Explain -State -Outline -Compare	-Spirit of initiative -Solidarity -Hard work -Collaboration -Honesty	Textbooks -Library -Human resources - Material resources	Brainstorming -Discussions/ Debates - Document/Text analysis -Enquiries NB. Teacher should choose method appropriate to lesson	2
						11) How industrialisation led to the need for colonies	Industrialisation					1
					Economic development in the interwar period.	12) Economic development in the USA 1920-1929 (the period of boom)	Development					1
						13) Causes & consequences of the Great Depression in 1929.	Depression					1

FORM FIVE CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson (Periods)
				Essential Knowledge				Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
Family of situations	Examples of Life Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Lessons	Notions/ concepts					
Globalisation	Competition -Circulation of goods - Circulation of ideas	Participati on in globalisati on	Promote the movement/Circ ulation of goods and person -Remove unnecessary trade barriers Advertise economic projects -Encourage industrialization	Economic developme nt and Regional Integration	Economic development in the interwar period.	14) Economic Recovery in Europe and reasons for European Integration	Economic Recovery	Identify -Describe -Explain -State -Outline -Compare	-Spirit of initiative -Solidarity -Hard work - Collaborat ion -Honesty	Textbooks -Library -Human resources - Material resources	Brainstorming -Discussions/ Debates -Document/Text analysis -Enquiries NB. Teacher should choose method appropriate to lesson	2
						15) Stages of European Integration –DEEC BENELUX, EEC	Integration					2
				Economic Recovery After World War II	16) Economic development of Japan after World War II	Development						2
					17) China- Mao Tse Tung’s - Political - Social -Economic		2					

FORM FIVE CLASS

MODULE 3:

TITLE OF THE MODULE: International Relations and Organisations

NUMBER OF INSTRUCTIONAL (TEACHING /LEARNING) PERIODS: 25

PRESENTATION OF THE MODULE: The module opens the learner to relationships with persons outside his/her community.

CONTRIBUTION OF MODULE TO THE AIMS AND GOALS OF THE CURRICULUM: This module permits the learner to acquire inspiration from others for the development of his/her community.

CONTRIBUTION TO THE SYLLABUS AND TO AREAS-OF-LIVING: This module permits the learner's to acquire inspiration from others for the development of his/her community.

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson (Periods)
Family 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	
Globalisation	Circulation of ideas Superpower interference. International relations	Participation in World Affaires	Opening to other cultures. Promoting our cultural identity. Trade with Foreign partners	International Relations and Organisations.	Cameroon and the rest of the world since 1972.	18) Ahidjo's Foreign Policy 1972-1981- Successes and failures	Foreign policy	- Identify - Describe - Explain - State - Interpret	- Responsibility - Patriotism - Collaboration - Mutual Respect - Sense of justice - Honesty - Loyalty	- Textbooks - Library - Human resources - Material resources - Decrees	- Brainstorming - Discussions/ Debates - Document/ Text analysis - Enquiries - Group work - Role play	1
						19) Biya's Foreign Policy 1982-2004- Successes						1
						20) The rebirth of Multi-party politics in Cameroon- - Origin - Causes. - Manifestations - Effects.	Multi-partism					2
						21) Economic Crisis in Cameroon- - Causes - Manifestations - Effects.	Economic crisis					2

FORM FIVE CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson (Periods)
				Essential Knowledge				Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
Family of situations	Examples of Life Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Lessons	Notions/ concepts					
Globalisation	Circulation of ideas Superpower interference. International relations	Participati on in World Affaires	Opening to other cultures. Promoting our cultural identity. Trade with Foreign partners	Internation al Relations and Organisati ons.	Cameroon and the rest of the world since 1972.	22) Cameroon in UDEAC and CEMAC Zones	Regional Organisation	- Identify -Describe -Explain -State -Interpret	- Responsibility -Patriotism -Collaboration -Mutual Respect - Sense of justice -Honesty -Loyalty	- Textbooks -Library -Human resources -Material resources - Decrees	-Brainstorming -Discussions/ Debates -Document/ Text analysis -Enquiries -Group work -Role play	2
						23) Cameroon’s relations with- UNO; AU & EU						2
						24) Cameroon’s Relations with the - Commonwealth, - Francophonie - Arab League.						3
						25) Cameroon’s relations with major powers, -USA, - Russia -China						2
					Regional Organisati ons in Africa	26) OAU/AU. - Aims and structures - Successes - Failures.						2
						27) ECOWAS: - Origin, -Aims -Activities - Successes - Failures						2

FORM FIVE CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson (Periods)
				Essential Knowledge				Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
Family of situations	Examples of Life Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Lessons	Notions/ concepts					
Globalisation	Circulation of ideas Superpower interference. International relations	Participati on in World Affaires	Opening to other cultures. Promoting our cultural identity. Trade with Foreign partners	Internation al Relations and Organisati ons.	Global International Organisation	28) The League of Nations: -Origin, -Aims - Structure	International Organisation	- Identify -Describe -Explain -State -Interpret	- Responsibility -Patriotism -Collaboration -Mutual Respect - Sense of justice -Honesty -Loyalty	- Textbooks -Library -Human resources -Material resources - Decrees	- Brainstorming -Discussions/ Debates -Document/ Text analysis -Enquiries -Group work -Role play	1
						29) Successes and failures of the League of Nations, (1920-1946)						1
						30) The UNO -Origin, -Aims, -Structure -Successes -Failures						2
						31) Specialised agencies of the UNO. -Identify, - Describe activities and illustrate with local examples.						2

Article 2: The syllabus presented in article one here above shall be implemented as from the beginning of the 2016-2017 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, - 9 DEC 2014

THE MINISTER OF SECONDARY EDUCATION



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