

REPUBLIC OF CAMEROON*Peace-Work-Fatherland*

MINISTRY OF SECONDARY EDUCATION

INSPECTORATE GENERAL OF EDUCATION

REPUBLIQUE DU CAMEROUN*Paix-Travail-Patrie*

MINISTERE DES ENSEIGNEMENTS SECONDAIRES

INSPECTION GENERALE DES ENSEIGNEMENTS

SECONDARY EDUCATION CURRICULUM FOR THE

<< OBSERVATION SUB-CYCLE >>

(Form 1, Form 2)

SUBJECT AREA :

HISTORY

GEOGRAPHY

CITIZENSHIP EDUCATION

SUBJECT: HISTORY***Weekly workload: 2 hours******Annual workload: 50******Coefficient: 2***

1. PRESENTATION OF 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.
- Integrating the learner into the social and professional life.

As a mind – training discipline, history permits the acquisition of tools necessary for the understanding of the roots of the present, in order to better prepare for the future and avoid the 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 is based on the Competency Based Approach. The learner's competence is developed from the 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 contextualization framework, competency development and resources.

2. THE PLACE OF THE SYLLABUS IN THE CURRICULUM

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

3. 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.

4. CONTRIBUTION OF SYLLABUS TO AREAS – OF - LIVING

This syllabus has as ambition, to reinforce the young learner's acquired resources in the Areas – of - Living, which are citizenship, family 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.

5. PRESENTATION OF THE FAMILIES OF SITUATION COVERED BY THE SYLLABUS

No.	Family of Situations	Areas – of – Living
1.	African Identity Crises	Family and Social Life
2.	Religious Life	
3.	Leadership	
4.	Openness to Others	
5.	National Integration	Citizenship

1. SUMMARY TABLE OF CONTENT OF THE DIFFERENT MODULES

CYCLE	SUB – CYCLE	LEVEL	MODULE	STATUS	DURATION
FIRST	OBSERVATION	1.	The legacies of ancient African civilization in the thoughts and edification of the present world	Compulsory	22 Hours
			The legacies of ancient European and Asian civilizations in the thoughts and edification of the present world		09 Hours
			The contributions of monolithic religions to the thoughts and edification of the present world		17 Hours
		2.	The peopling and socio – political organization of Cameroon		26 Hours
			The Golden Age of Africa		14 Hours

			Relations between Africa and the rest of the world		20 Hours
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FORM ONE**MODULE 1**

TITLE OF MODULE: The legacies of ancient African civilization in the thoughts and edification of present world.

NUMBER OF INSTRUCTIONAL (TEACHING/LEARNING) HOURS: 22 Hours.

PRESENTATION OF MODULE: The module introduces the learner to History as a discipline. It equally enables him/her to discover that present civilizations owe themselves to the past.

CONTRIBUTION OF MODULE TO THE AIM AND GOALS OF THE CURRICULUM: The module prepares the learner to accept his/her role as a responsible member of his/her family and community.

CONTRIBUTION OF MODULE TO THE SYLLABUS AND AREA-OF-LIVING: The module contributes to the learner's awareness of

Contextualisation Framework	Competency Development	Resources
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his/her identity and the assertion of his/her African personality.

Family of situations	Life situations	Category of actions	Actions	Essential knowledge				Skills	Values & attitudes	Other resources	Methods & techniques
				Topic	Sub-topics	Lessons	Notions / Concepts				
DIAGNOSTIC EVALUATION (2 Hrs)											Evaluate Previous Knowledge
African Identity Crisis		The use of Historical Knowledge	Build a Family Tree (Genealogical Tree)	Introduction	1. The Notion of History	1. Definition of History - Sources of History -Periodisation specific to Africa (2 hrs)	- History - Sources of History - Chronology - Civilization - Remains (vestiges)	- Defining -Identifying sources of History - Identifying Historical events - situating oneself within a time frame - Identifying elements of a civilization - Carrying out an inquiry - Collecting data		- Chalkboard - Textbooks - Resource Centers - Library - Museums - Human resources (Teachers, resource persons etc.) - Material resources	-Brain storming -Exercises on time chart

Contextualisation Framework		Competency Development		Resources							
Family of situations	Life Situations	Category of Actions	Actions	Essential knowledge				Skills	Values & attitudes	Other resources	Methods & techniques
				Topics	Sub-topics	Lessons	Notions/ Concepts				
						Further Study: Collect and classify Historical remains (1 Hr)					
						Further Study: Inquire on the system of periodization (counting dates) in your region (1 Hr)					Prepare an interview Guide
African Identity Crisis (cont'd)	The decline of national languages The abandonment of traditional customs	Discovery of cultural traits	- Organization of traditional festivals - Recite the composition of family tree (genealogical tree)	The legacies of ancient African civilizations in the thoughts and edification of the present world	2. Africa, the cradle of human kind (man kind)	2. The Early Man and his way of life (1 hr)	- Nomadism -Shelter(habitat) -Cradle of human kind (man kind) -Migration -Population clusters (Areas of population concentration)	-Situating the Paleolithic on a time chart -Describing the migratory process of the Early man -Locating the first settlements of the hominids on an African map,	-Sense of memory -Group spirit -Awareness of past negro-African civilization -The respect for others	Idem	Examine :The colonization of an unexplored island -Exploitation of documents on the way of life of the Early Man -Exploitation of the map of the first migrations

Contextualisation Framework		Competency Development		Resources							
Family of situations	Life situations	Category of actions	Actions	Essential knowledge				Skills	Values & attitudes	Other resources	Methods & techniques
				Topics	Sub-topics	Lessons	Notions/ Concepts				
African Identity Crisis 											

					-Stages of evolution -The areas (sites) of occupation of the early man	- Exploit images on the evolution of man
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Contextualisation Framework		Competency Development		Resources							
Family of situations	Life situations	Category of actions	Actions	Essential knowledge				Skills	Values & attitudes	Other resources	Methods & techniques
				Topics	Sub-topics	Lessons	Notions				
African Identity Crisis (cont'd)	The abandonment of traditional customs	Discovery of cultural traits	Organization of traditional festivals - Recite the composition of family tree (genealogical tree)	The legacies of ancient African civilizations in the thoughts and edification of the present world	Further Study: Cameroon civilizations in the Neolithic. Locate the sites and the Neolithic remains in Cameroon (1 Hr)						Exploit maps on the centers of the peopling of Cameroon -Exploit textbooks and other documents
					3. Ancient Egypt and her legacies	4. A structural society (2hrs)	-Class society -Pharaoh -Dynasty	-Locating on a map -Situating on a time chart -Describing the social organization of Egypt -Identifying the quality of a chief -Identifying the symbols of power in ancient Egypt -Carrying out an enquiry	-Sense of memory -Pride -The respect for ingenuity -The sense of initiative -Self confidence	Idem	-Exploit a map of Africa and a time chart -Exploit texts and images -Learners sketch this organization -Construct his/her family tree
											Further Study: Daily Life in Egypt (1 hr)

Contextualisation Framework		Competency Development		Resources							
Family of situations	Life situations	Category of Actions	Actions	Essential knowledge				Skills	Values & attitudes	Other resources	Methods / Techniques
				Topics	Sub -Topics	Lessons	Notions/ Concepts				
African Identity Crisis (cont'd)	The decline and ignorance of traditional medicine	Discovery of cultural traits	Story telling	The legacies of ancient African civilizations in the thoughts and edification of the present world		Guided Work : <i>Symbols and royal power in your region (1hr.)</i>				-Together with the students, draw up an inquiry guide	
						5. <i>Scientific and Technological progress (2hrs)</i>	-Pyramids -Hieroglyphs -Science and technology -Arts and Architecture -Agriculture	-Identifying the scientific and technological advancements of ancient Egyptian civilization -Describing the techniques of irrigation and the conservation of corpses, comparing these with present day techniques -Comparing one ancient Egyptian cultural heritage to a cultural aspect of your region (sculpture etc)	-Sense of memory -Responsibility -Pride -Respect for ingenuity -Sense of initiative -Self confidence	Idem	-Exploit documents on pyramids, hieroglyphs, etc -Debate on materials and techniques used -Make comparisons with traditional techniques in Cameroon
						6. <i>The religion of ancient Egypt</i>	-Polytheism -The here —after -Mummification	-Identifying some ancient Egyptian beliefs -Comparing these		Idem	-Brain-storming -Exploit documents on Egyptian religions -Debate on the place of symbols in

						(1hr.)		with those of today			religion
Contextualisation Framework		Competency Development		Resources							
Family of situations	Life situations	Category of actions	Actions	Essential knowledge				Skills	Values & attitudes	Other resources	Methods & techniques
				Topics	Sub-topics	Lessons	Notions/ Concepts				
African Identity Crisis (cont'd)	The abandonment of the Counting System (days, weeks, months etc.)	Discovery of cultural traits	Return to traditional medicine	The legacies of ancient African civilizations in the thoughts and edification of the present world	FURTHER Study: The role of priests and scribes in ancient Egypt (1hr.)						Exploit all documents concerning the role of priests and scribes
					4. The heritage of the kingdom of the Upper Nile	7. The Kush (Meroe) and Axum(Aksum) civilizations (2hrs.)	-Christianity -Metal Works -	-Situating these kingdoms on a time chart and map -identifying the role played by women -Comparing the above with the present day situation -describing the traditional techniques of iron works	-Open mindedness -Compassion -Sense of Justice -Sense of initiative -Cooperation -Self confidence	Idem	-Exploit documents on AXUM et al. -Debate on the organizational ability of a woman
					Further Study: Metal Works: Visit to a forge or discussion with a Blacksmith (2hrs.)						Learners describe traditional techniques -Prepare and carry out an interview

MODULE 2

TITLE OF MODULE: The legacies of ancient European, Asian and American civilizations in the thoughts and edification of the present world.

NUMBER OF INSTRUCTIONAL (TEACHING/LEARNING) HOURS: 09 Hours.

PRESENTATION OF MODULE: The module introduces the learner to History as a discipline. It equally enables him/her to discover that present civilizations owe themselves to the past.

CONTRIBUTION OF MODULE TO THE AIM AND GOALS OF THE CURRICULUM: The module prepares the learner to accept his/her role as a responsible member of his/her family and community.

CONTRIBUTION OF MODULE TO THE SYLLABUS AND AREA-OF-LIVING: The module contributes to the learner's awareness of his/her identity and the assertion of his/her African personality.

Contextualisation Framework		Competency Development		Resources									
Family of situations	Life situations	Category of actions	Actions	Essential knowledge				Skills	Values & attitudes	Other resources	Methods & techniques		
				Topics	Sub-topics	Lessons	Notions/ Concepts						
African Identity Crisis (cont'd)	The abandonment of the Counting System (days, weeks, months etc.)	Discovery of cultural traits	Return to traditional medicine	The legacies of ancient European and Asian civilizations in the thoughts and edification of the present world.	5. Ancient European civilizations	8. Greece: -First experience in democracy - Contributions to Literature and the Arts (2 Hrs)	Democracy - Science and Technology - Literature, Arts and Architecture	- Situating Greece on a time chart and map - Describing Greek democracy - Identifying elements of Greek cultural and scientific heritage	Idem	- Exploit documents on the Greek social model - Debate on the impact of some aspects of the above model on the radiance of Greece			
						Further Study: The Olympic Games: Origin, sporting events(disciplines), rules, similarities with modern Olympic games (1 hr)					Exploit documents on Olympic games		
						Further Study: Rome and her contributions (2 Hrs)					Idem		

Contextualisation Framework		Competency Development		Resources							
Family of situations	Life situations	Category of actions	Actions	Essential knowledge				Skills	Values & attitudes	Other resources	Methods & techniques
				Topics	Sub-topics	Lessons	Notions/ Concepts				
African Identity Crisis (cont'd)	The abandonment of the Counting System (days, weeks, months etc.)	Discovery of cultural traits	Return to traditional medicine	The legacies of ancient European and Asian civilizations in the thoughts and edification of the present world.		9. China: The expansion of science, technology and cultural life (2 hrs)	- Dynasty - Science and technology - Inventions	- Situating ancient China on a time chart and map - Identifying Chinese inventions - Identifying elements of Chinese cultural heritage	- Open mindedness - Compassion - Cooperation - Self confidence	Idem	- Exploit documents on Chinese scientific and technological inventions - Debate on the impact of some aspects of the above inventions on the radiance of China
						FURTHER Study: Contributions of Ancient India (2 Hrs)					- Exploit documents on ancient India

MODULE 3

TITLE OF MODULE: Contribution of monolithic religions to the thoughts and edification of the present world.

NUMBER OF INSTRUCTIONAL (TEACHING/LEARNING) HOURS: 12 Hours

PRESENTATION OF MODULE: The module permits the understanding of the influence of religious events in the society.

CONTRIBUTION OF MODULE TO THE AIM AND GOALS OF THE CURRICULUM: This module contributes in making the learners responsible and open to universal values while preparing them to assume their place as members of a society.

CONTRIBUTION OF MODULE TO THE SYLLABUS AND AREA-OF-LIVING: This module permits learners to build up their identity while identifying the importance of the contributions of religion to family life and society.

Contextualisation Framework		Competency Development		Resources							
Family of situations	Life situations	Category of actions	Actions	Essential knowledge				Skills	Values & attitudes	Other resources	Methods & techniques
				Topics	Sub-topics	Lessons	Notions/ Concepts				
Religious life	Abundance (multiplicity) of religions	Adaptation to an environment with multiple religions.	Know religious values	Contribution of monolithic religions to the thoughts and edification of the present world.	7.) Judeo-Christian civilizations	10.) Judaism and Christianity (2 hrs)	- Torah (Mosaic Law) - Ten commandments - The Bible - Judaism - Messiah - Christianity	- Situating Palestine and Jerusalem on a map - Situating Abraham, Moses and Jesus on a time chart (birth and death) - Identifying the characteristics of the two religions - Describing the religious edifice - Recounting one important story of the New Testament and another of the Old Testament	- Open mindedness - Sense of justice - Respect for differences and diversity - Self confidence - Courage - Optimism - Sense of discernment - Tolerance	Idem	- Brain storming - Present the Bible and Torah - Exploit images on the Christian and Jewish religions - Role-play on religions in action - Debate on elements that separate the two beliefs

Contextualisation Framework		Competency Development		Resources							
Family of situations	Life situations	Category of actions	Actions	Essential knowledge				Skills	Values & attitudes	Other resources	Methods & techniques
				Topics	Sub-topics	Lessons	Notions/ Concepts				
Religious life	Polytheism		-Respect religious values		The Judeo-Christian civilization	11) The expansion of Christianity in Africa (1hr)	- The Romanization of Africa	- Reading the map on the expansion of Christianity - Situating the main stages of the expansion of Christianity, on a time chart - Identifying the remains (vestiges) of ancient Christianity in Africa		Idem	- Exploit map on Roman expansion - Exploit texts on the methods of Roman expansion
	The return to traditional religions		Ponder over the causes of the proliferation of religions			12) The contributions of Judaism and Christianity to the present world (2hrs)	- Civilization - Christian values (way of life)	- Identifying the moral values of Christianity and Judaism - Identifying the cultural heritage of Judaism and Christianity		Idem	- Exploit biblical texts (passages) and those of the Talmud - Exploit photographs of Jewish and Christian towns
	Baptism				8) The Muslim civilization	13) The foundation of Islam (2hrs)	- Prophet - Koran(Qu'ran) - Hegira - Arabia	- Situating the Middle East, Arabia and Mecca on a map - Situating the birth of Mohamed, the Hegira and the death of Mohamed on a time chart - Identifying the pillars of Islam - Recounting the vision		Idem	- Present the Koran (Qu'ran) - Exploit images on Muslim religion - debate on the practices of Islam

Contextualisation Framework		Competency Development		Resources							
Family of situations	Life situations	Category of actions	Actions	Essential knowledge				Skills	Values & attitudes	Other resources	Methods & techniques
				Topics	Sub-topics	Lessons	Notions/ Concepts				
	Religious Marriage					14) <i>The expansion of Islam in Africa</i> (1hr)	-Jihad -Caliph Conquering Empire	-Reading the map on the expansion of Islam - Situating the main stages of the expansion of Islam, on a time chart - Identifying the remains (vestiges) of ancient Islam in Africa		Idem	-Exploit the map on Muslim expansion -Exploit texts on Muslim conquests
						15. <i>Contribution of Islam to the present world</i> (2hrs)	Architecture -Muslim -Literature -Science and technology -Urbanization -Writing -Arts	-Identifying the moral values of Islam -Identifying the cultural heritage of Islam			-Exploit the Muslim calendar -Exploit photographs on Muslim towns
	Pilgrimage to Holy places					Further Study: Christian and Muslim pilgrimages : origin, sacred place and symbols, course (development) (2hrs)					

FORM TWO

MODULE 4

TITLE OF MODULE: The Peopling and socio – political organization of Cameroon.

NUMBER OF INSTRUCTIONAL (TEACHING/LEARNING) HOURS: 26 Hours

PRESENTATION OF MODULE: The module permits the discovery of the traditional civilizations of Cameroon.

CONTRIBUTION OF MODULE TO THE AIM AND GOALS OF THE CURRICULUM: This module contributes to the establishment of national integration and develops a spirit of citizenship.

CONTRIBUTION OF MODULE TO THE SYLLABUS AND AREA-OF-LIVING: This module makes for a better understanding of some socio – political and economic issues of Cameroon.

Contextualisation Framework		Competency Development		Resources							
Family of situations	Life situations	Category of actions	Actions	Essential knowledge				Skills	Values & attitudes	Other resources	Methods & techniques
				Topics	Sub-topics	Lessons	Notions/ Concepts				
DIAGNOSTIC EVALUATION (2 Hours)											Evaluate Previous Knowledge
National Integration	Tribalism	The promotion of national integration	Discover others Be open to others Discover other tribes and their cultures Respect other religious beliefs	The peopling and socio – political organization of Cameroon.	1. Origin of the peopling of Cameroon: The Sao and Pygmies	1.The Sao and the Pygmies (2Hrs)	- peopling - migrations - first settlements - society	- Situating the different groups on a map of Cameroon - Situating the main migratory stages of these groups on a time chart - Tracing the migratory routes of one’s ethnic group - Tracing the migratory routes of other groups - Recounting a legendary story of the migratory route of a people	- Responsibility - Pride - Sense of initiative - Self confidence - Commitment - Patriotism - Courage - Optimism - Respect for differences and diversity - Critical mind	- Chalkboard - Textbooks - Resource Centers - Library - Museums - Human resources (Teachers, resource persons etc.) - Material resources (map, etc.)	- Situate the two groups on the map of Cameroon - Get learners to situate migratory periods on a time chart - Exploit a map on the migration of the major tribal groups in Cameroon

Contextualisation Framework		Competency Development		Resources							
Family of situations	Life situations	Category of actions	Actions	Essential knowledge				Skills	Values & attitudes	Other resources	Methods & techniques
				Topics	Sub-topics	Lessons	Notions/ Concepts				
National Integration	Religious intolerance	The promotion of national integration	Denounce all forms of discrimination	The peopling and socio – political organization of Cameroon.	2. Successive migratory waves	2. Ancient migrations: The paleo - Sudanese and the first wave of Bantus (2 hrs)	- Sudanese - Bantus - Savannah zone - Forest zone - Migration Track (path) -	Idem	Idem	Idem	Idem
	Nepotism		Take into consideration the rights of minorities and natives			3) Recent migrations: The neo – Sudanese, Peuls, Shuwa Arabs, second wave of Bantus (2 Hrs)	Idem	Idem	Idem	Idem	Idem
					Guided Work: An inquiry on the origin and migration of the people of your region (2Hrs)						- Together with learners, draw up an inquiry guide - Restitute in classroom and carry out a debate

Contextualisation Framework		Competency Development		Resources							
Family of situations	Life situations	Category of actions	Actions	Essential knowledge				Skills	Values & attitudes	Other resources	Methods & techniques
				Topics	Sub-topics	Lessons	Notions / Concepts				
National Integration	Discrimination against minorities	The promotion of national integration	Denounce all forms of discrimination	The peopling and socio – political organization of Cameroon	3. The different socio – political organizations	4. State like societies (Structured): Generalities (2Hrs)	<ul style="list-style-type: none"> - State - Grass field - Class society -Supreme Leader Religion 	<ul style="list-style-type: none"> - Describing social organizations - Comparing similar organization - Identifying cultural traits of state societies of your region - Identifying the contributions of different groups to the composition of national cultural heritage 			<ul style="list-style-type: none"> - Brain storming - Group work and restitution - Exploit all possible documents and materials <p>NB</p> <ul style="list-style-type: none"> - Exploit the sociological diversity of the class
						Further Study: Study one state society in North Cameroon and one in South Cameroon (Brief study) (2Hrs)					Exploit all available documents
			Take into consideration the rights of minorities and natives			5. Equalitarian society: Generalities (2 Hrs)	<ul style="list-style-type: none"> - Leanage - Religion - Open discussion (palabre) 	Idem			Idem Lesson 4
						Further Study: Study one equalitarian society in North Cameroon and one equalitarian in the South Cameroon (Brief study) (2 Hrs)					Exploit all available documents
						Guided Work: Traditional rites of your region: Inquiry (2 Hrs)					Idem

MODULE 5**TITLE OF MODULE:** The Golden Age of Africa.**NUMBER OF INSTRUCTIONAL (TEACHING/LEARNING) HOURS:** 11Hours**PRESENTATION OF MODULE:** The module permits the learner to discover a past for which he/she is proud and without complex be open to the outside world.**CONTRIBUTION OF MODULE TO THE AIM AND GOALS OF THE CURRICULUM:** This module contributes to the development of a citizenship spirit in the learner. It also permits him/her to discover the major African cultural traits and develop a sense of leadership**CONTRIBUTION OF MODULE TO THE SYLLABUS AND AREA-OF-LIVING:** This module makes for a better understanding of some socio – political and economic issues of Cameroon.

Contextualisation Framework		Competency Development		Resources							
Family of situations	Life situations	Category of actions	Actions	Essential knowledge				Skills	Values & attitudes	Other resources	Methods & techniques
				Topics	Sub-topics	Lessons	Notions/ Concepts				
Leadership	Class Head	The spirit of leadership and forerunner	Negotiate	The Golden Age of Africa	4. West Africa	6. Ghana: 9th and 10th centuries - Situation in time and space - Elements of its rise (1 Hr)	-Conquering Empire - Power - Class society - Intellectual life - Democracy - Religion	- Reading the maps of these kingdoms - Situating them on a time chart - Identifying important personalities and their leadership qualities -Recounting the epic (greatness) of Sundiata Keita, and Mansa Musa	- Sense of memory - Responsibility - Pride - Respect for ingenuity - Sense of initiative - Self confidence - Commitment - Patriotism - Bravery - perseverance - Courage - Optimism	Idem	- Situate on a map of Africa and a time chart - Exploit all available documents - Get the learners to recount legendary stories of great personalities of these empires - Chose and debate a topic on these empires
						7. Mali (Sundiata Keita, Mansa Musa)					

						(1 Hr)								
Contextualisation Framework		Competency Development		Resources										
Family of situations	Life situations	Category of actions	Actions	Essential knowledge				Skills	Values & attitudes	Other resources	Methods & techniques			
				Topics	Sub-topics	Lessons	Notions/ Concepts							
Leadership	President of an association/group Junoir parliamentarian Family Head Successor	The spirit of leadership and forerunner	Self defense	The Golden Age of Africa		8. The Oyo kingdom(Yoruba) (1 hr)	Idem	Idem	Idem	Idem	Idem			
			Arbitration		5. Central Africa	9.The Congo kingdom (1 Hr)								
			Amend (compensate)		10 & 11 Optional study (2 Hrs) Zimbabwe The Mossi Kingdom The Hausa states Songhai (2 Hr s)									
			Prevent											
			Direct		Further Study: African Heroes (1 Hr)									
			Organize		12. African Arts - Definition - Artistic sites - The forms of arts - The uses and artistic symbols (2hrs)		- Craft Industry - Art - Visual art - Palace arts - Sacred art	- Identifying the different forms of arts - Identifying artistic symbols	- Sense of memory - Pride - Sense of ingenuity - Sense of initiative	Idem	- Brain storming - Exploit a map of artistic sites in Africa - Together with learners, comment on artifacts			
			Consolidate											
			Guided Work: Cameroonian Arts (1 Hr)								Idem	- Collect artifacts - Bring in an artist if possible		
			FURTHER Study: Factors for the decline of African empires (1 Hr)								Idem	-Exploit all available documents on the topic		

MODULE 6**TITLE OF MODULE:** Relations between Africa and rest of the world.**NUMBER OF INSTRUCTIONAL (TEACHING/LEARNING) HOURS:** 14Hours.**PRESENTATION OF MODULE:** The module permits the learner to discover the past relations of Africa and the rest of the world.**CONTRIBUTION OF MODULE TO THE AIM AND GOALS OF THE CURRICULUM:** This module permits the learner to be open to the world and to show proof of tolerance.**CONTRIBUTION OF MODULE TO THE SYLLABUS AND AREA-OF-LIVING:** This module permits the learner to acquire inspiration from the past of others; in order to better build today's Africa.

Contextualisation Framework		Competency Development		Resources							
Family of situations	Life situations	Category of actions	Actions	Essential knowledge				Skills	Values & attitudes	Other resources	Methods & techniques
				Topics	Sub- topics	Lessons	Notions/ Concepts				
Openness to others	Travels abroad	Protection/re enforcement of the African identity	Teach national languages to the youths	Relations between Africa and the rest of the world	6) Contacts between West Africa and the Sudan with the outside world	12) Contacts between West Africa and the Sudan with the Arab and European world - Situation -exchange and caravan routes Goods(products) -Consequences (2hrs)	- Trans-Saharan trade -Caravan trade -Trade posts	-Studying a map on caravan routes -Situating the first trade posts and contacts on a time chart -Identifying the socio-cultural contributions of people from elsewhere -Identifying the aspect of racial mixture (métissage) -Identifying cultural traits specific to West Africa	-Sense of memory -Responsibility -Pride -Self-confidence -Perseverance -Sense of initiative -Courage - optimism	Idem	-Exploit a map and situate on a time chart -Get learners to trace the main routes -Carry out a debate on a topic that is relevant to the lesson

Contextualisation Framework		Competency Development		Resources							
Family of situations	Life situations	Category of actions	Actions	Essential knowledge				Skills	Values & attitudes	Other resources	Methods & techniques
				Topics	Sub topics	Lessons	Notions/ Concepts				
Oppenness to Others	Commercial exchanges	Protection/re-enforcement of the African identity	Speak national languages to children	Relations between Africa and the rest of the world	7) East Africa and the outside world	13) East Africa and the Indian Ocean Idem (2hrs)	<ul style="list-style-type: none"> - Trans-Saharan trade - Trade posts - Racial mixture (Métissage) - Navigation - Maritime Trade 	<ul style="list-style-type: none"> - Reading a map on caravan routes - Situating the first trade posts and contacts on a time chart - Identifying the socio-cultural contributions of people from elsewhere - Identifying the aspect of racial mixture (Métis sage) - Identifying the cultural loss of East Africa 		Idem	<ul style="list-style-type: none"> - Exploit a map and situate on a time chart - Get learners to trace the main routes - Carry out a debate on a topic that is relevant to the lesson
	Reception of foreign tourists Massive presence of Chinese				8) The first contact of Cameroon with the outside world	14) The first contact of Cameroon with the Europeans Idem (1hr)	<ul style="list-style-type: none"> - Slave trade - Cameroon coast - Caravan trade - People of the Savannah 	<ul style="list-style-type: none"> - Situating the first trade posts and contacts on a time chart - Identifying the aspect of racial mixture (Métis sage) - Identifying the cultural traits, specific to Cameroon 			<ul style="list-style-type: none"> - Exploit a map and situate on a time chart - Get learners to trace the main routes - Carry out a debate on a topic that is relevant to the lesson

CONTEXTUALISATION FRAMEWORK		COMPETENCY DEVELOPMENT		RESOURCES							
Family of situations	Life situations	Category of actions	Actions	Essential knowledge				Skills	Values & attitudes	Other resources	Methods & techniques
				Topics	Sub topics	Lessons	Notions/ Concepts				
Oppeness to Others	Living quarters dominated by (and named after) foreigners (e.g. “ quartier Biafra” in Douala) 										

SUBJECT: GEOGRAPHY***Weekly workload: 2 hours******Annual workload: 50******Coefficient: 2***

GENERAL PRESENTATION OF THE SYLLABUS

Geography is the science that studies the organization 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 of the observation sub-cycle 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 (AL) TO WHICH IT CAN BE CONNECTED

This syllabus has **two** of areas of living: **economic life, environment, welfare and health**. It contributes in creating awareness in the learner of the threats looming over the environment and the necessity to preserve the environment.

SUMMARY TABLE OF THE GEOGRAPHY SYLLABUS FOR THE OBSERVATION SUB-CYCLE

CYCLE	SUB-CYCLE	LEVEL	TITLES OF MODULES (UNITS)	STATUS	DURATION
First	Observation	I	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
		II	Man in his Environment	Compulsory	27 hours
			Occupation of space (Settlement)	Compulsory	16 hours
Diagnostic Assessment					04 hours

FORM ONE

MODULE 1

1 – **TITLE OF MODULE (UNIT):** The Earth in the Universe.

2 – **NUMBER OF INSTRUCTIONAL (Teaching/ Learning) HOURS:** 12 hours

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

4 - **CONTRIBUTION OF THE MODULE TO THE AIMS AND GOALS OF THE CURRICULUM:** This module enables the learner to know the Earth, its movements around the sun and their impact on his/her activities

5 - **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.

Contextualisation Framework		Competency Development		Resources								
Family of situations	Life Situations	Category of Actions	Actions	Essential Knowledge								
				Topics	Sub-topics	Lessons	Notions/ concepts	Skills	Values & Attitudes	Other Resources	Methods& Techniques	Duration
Environment and management of the natural resources and garbage (waste)	Soil Impoverishment Drying up of rivers Degradation of Biodiversity	- Protection of the Environment -Adaptation to climate change -Adoption of the healthy ecological behaviours	Sort garbage	DIAGNOSTIC EVALUATION								2h
			Reforest Recycle	Definition of geography: Its branches - its methods								1h
			Protect endangered species	The earth in the universe	The earth : A planet of the solar system	2- Our planet Earth - The earth in the solar system: - Shape, dimensions and locational references.	Universe ; solar system; Map ; Geographical coordinates of a place	Reading: - a map - Geographical coordinates. Drawing: -Sketch a representation of the earth with principal imaginary lines. -Locating a place	Curiosity ; Observation	Other disciplines; Oral Sources Didactic materials or supports (maps, videos, documents audio-visuals...)	Observations ; excursions ; brainstorming ; simulation ; Reading of a map ; calculation of time from time zones; exploitation of audiovisual supports, slides, geology kit , laboratory work.	2h
			Rational use of resources Incinerate garbage									

Contextualisation Framework		Competency Development		Resources								
Family of situations	Life Situations	Category of Actions	Actions	Essential Knowledge				Skills	Values & Attitudes	Other resources	Methods& Techniques	Duration
				Topics	Sub-topics	Lessons	Notions/ concepts					
ENVIRONMENT AND MANAGEMENT OF THE NATURAL RESOURCES AND GARBAGE (WASTE)	Soil Impoverishment Drying up of rivers Degradation of Biodiversity	- Protection of the Environment -Adaptation to climate change -Adoption of the healthy ecological behaviours	Sort garbage Reforest Recycle Protect endangered species Rational use of resources Incinerate garbage	THE EARTH IN THE UNIVERSE	THE EARTH : A PLANET OF THE SOLAR SYSTEM	Practical Work : Read the geographical coordinates of a place						1h
						3- The earth: a planet moving in space. (rotation and revolution of the earth and their effects)	+ Geographical coordinates + Year + Day + Hour	Reading geographical coordinates Calculating local time	Curiosity ; Observation	Globe, maps, calculator, photos, mathematical set, compass	Observations ; excursions ; brainstorming ; simulation ; Reading of a map ; calculation of time from time zones; exploitation of audiovisual supports, slides, geology kit , laboratory work.	2h
						Practical Work : Calculation of Local Time						1h
						Further Study : Influence of the moon						1h
						4- The earth: A blue planet (The distribution of land masses and seas)	Maritime waters and inland (continental) waters	Identifying and locating landmasses and oceans from a map	Curiosity ; Observation	Globe, maps, calculator, photos, mathematical set, compass	Same as above	1h
						5- Relief of the Earth		Differentiating, identifying and sketching the shapes of relief	Curiosity ; Observation	Globe, maps, calculator, photos, mathematical set, compass	Same as above	1h
						Practical Work : Read the relief map of Cameroon						1h
						Practical Work: the forms of representation of the earth; read a map, key and a scale; and calculate the scale of a map.....						1h

MODULE 2

1 - **TITLE OF MODULE (UNIT):** Let's Preserve Our Environment

2 - **NUMBER OF INSTRUCTIONAL (Teaching/ Learning) HOURS:** 14 hours

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

4 - **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.

5 - **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.

Contextualisation Framework		Competency Development		Resources								
				Essential Knowledge				Skills	Values & Attitudes	Other resources	Methods& Techniques	Duration
Family of Situations	Life Situations	Category of Actions	Actions	Topics	Sub-topics	Lessons	Notions/ concepts					
ENVIRONMENT AND MANAGEMENT OF THE NATURAL RESOURCES AND GARBAGE (WASTE)	Soil Impoverishment Drying up of rivers Degradation of Biodiversity	- Protection of the Environment	Sort garbage	LET'S PRESERVE OUR ENVIRONMENT	The components natural of the environment	6 - The notion of the environment (definition - composition - food chain)	Environment Resources Ecosystem Food Chain Precipitations Climax.	- Sketching the food chain of an ecosystem. - Reading climographs(rainfall and temperature graphs) and hydrographs - Reading weather instruments	Curiosity Observation Respect and love for nature	- Other disciplines (biology, environmental science) -Map -School environment - climatic hydrological data -Meteorological stations (Globe centre and other)	Observations ; excursions ; brainstorming ; simulation ; questioningt ; Map Reading ; interdisciplinarity ; exploitation of didactic materials; audiovisual materials, slides, geological kits; laboratory work.	2h
			Reforest Recycle									
		-Adaptation to climate change	Protect endangered species									
		-Adoption of the healthy ecological behaviours	Rational use of resources Incinerate garbage									
Practical Work : Weather Observation												1h
Further Study: streams and rivers of Cameroon												1h

Contextualisation Framework		Development of Competence		Resources								
Family of Situations	Life Situations	Category of Actions	Actions	Essential Knowledge				Skills	Values & Attitudes	Other resources	Methods& Techniques	Duration
				Topics	Sub-topics	Lessons	Notions/ concepts					
ENVIRONMENT AND MANAGEMENT OF THE NATURAL RESOURCES AND GARBAGE (WASTE)	Soil Impoverishment Drying up of rivers Degradation of Biodiversity	- Protection of the Environment -Adaptation to climate change -Adoption of the healthy ecological behaviours	Sort garbage Reforest Recycle Protect endangered species Rational use of resources Incinerate garbage	LET'S PRESERVE OUR ENVIRONMENT	Bio-climatic zones and their degradation	Practical Work: Drawing and reading of temperature-rainfall graphs						2h
						7 - Bio-climatic zones of Cameroon -location and characteristics. (forests, savannas, mountainous zones)	Bio-climatic zones; Forest, savannas, Sahel.	Locating and Comparing the bioclimatic zones -Reading weather elements of the zone	Observation Curiosity Love for nature	bioclimatic Maps Photos -Extracts	Observations ; excursions ; brainstorming ; simulation ; Reading of a map ; calculation of time from time zones; exploitation of audiovisual supports, slides, geology kit , laboratory work.	3h
						8 – Destructive acts in the Zone (identification of the destruction) NB : Study in detail the bioclimatic zone in which the school is located - Propose practical solutions	Pollution ; Garbage (waste) ; -Sustainable Development - Overexploitation	Identifying the affected zones Reading the maps of the agro-ecological zones	- Respect for nature - Awareness of the problems of the environment	- Ecologists - Forest and water engineers - Forest guards - Mayors - Local populations		2h
						Practical Work: Demarcate protected areas in order to identify degradation and propose solutions						2h
						Practical Work : Management of garbage (waste)						1h

MODULE 3

1 – **TITLE OF MODULE (UNIT):** Lets Protect ourselves from the wrath of nature.

2 - **NUMBER OF INSTRUCTIONAL (Teaching/ Learning) HOURS:** 17 hours

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

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

5 - **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.

Contextualisation Framework		Development of Competence		Resources								
Family of situations	Life Situations	Category of Actions	Actions	Essential Knowledge				Skills	Values & Attitudes	Other resources	Methods & Techniques	Duration
				Topics	Sub-topics	Lessons	Notions/ concepts					
CATASTROPHIES	Floods	Catastrophe Management	- Drain Water	Lets Protect ourselves from the wrath of nature	Climatic Disturbances	9 – Atmospheric Circulation : Atmosphere : (definition, Composition and Structure). Winds and Pressure Belts	Atmosphere Ozone Layer Pressure Belt	-Sketching the structure of the atmosphere - Reading and describing the diagram of the atmospheric circulation -Reading the map of atmospheric pressure	Curiosity observation	- Map of Pressure Belts - Documents (audio- visuals, Manuals, Textbooks)	Observations ; excursions ; brainstorming ; simulation ; Reading of maps; Exploitation of didactic supports (audiovisuals, geological kit) ; Laboratory work	2h
	Landslides Crickets and elephant Invasion - Storms		- Respect of building regulations - First Aid training									

Contextualisation Framework		Competency Development		Resources								
Family of situations	Life Situations	Category of Actions	Actions	Essential Knowledge				Skills	Values & Attitudes	Other resources	Methods & Techniques	Duration
				Topics	Sub-topics	Lessons	Notions/ concepts					
CATASTROPHIES	Floods Landslides Crickets and elephant Invasion - Storms	Catastrophe Management	- Drain Water - Respect of building regulations - First Aid training	Lets Protect ourselves from the wrath of nature	Climatic Disturbances	10 – Atmospheric Disturbances -definition -types of clouds -types of disturbances (storms, cyclones, dust storms or desert wind, rain, Torrential rain) -Locate -Consequences	Atmospheric Disturbances Front precipitation	Identifying types of clouds -locating areas of disturbances -identifying signs indicating rain -Reading a map of temperature and rainfall	Curiosity Observation	- Audio-visuals Supports; -Local (traditional) knowledge	Observations ; excursions ; brainstorming ; simulation ; Reading of maps; Exploitation of didactic supports (audiovisuals, geological kit) ; Laboratory work	2h
						Practical Work : Adaptation to consequences of atmospheric disturbances in Cameroon						1h
						Practical Work :Mechanism of rain formation						1h
						11 - Climate Change and consequences in Cameroon - General Causes - Manifestations -Adaptation & mitigations	Global Warming Greenhouse effect Adaptation Mitigation	-Reading climatic data -Comparing temperature-rainfall graphs - Writing a message of sensitisation	- Observation - Sensitivity to environmental problems	Maps Statistics - Temperature-rainfall graphs - Globe centre -Delegations of the MINEP	Observations ; excursions ; brainstorming ; simulation ; Reading of maps; Exploitation of didactic supports (audiovisuals, geological kit) ; Laboratory work	2h
						Further Study: Floods and Droughts in Cameroon (dimension or state, manifestations, consequences, solutions)						1h
						Further Study: Other catastrophies (crickets, granivorous birds, elephants)						1h

Contextualisation Framework		Competency Development		Resources								
Family of situations	Life Situations	Category of Actions	Actions	Essential Knowledge				Skills	Values & Attitudes	Other resources	Methods& Techniques	Duration
				Topics	Sub-topics	Lessons	Notions/ concepts					
CATASTROPHIES	Floods Landslides Crickets and elephant Invasion - Storms	Catastrophe Management	- Drain Water - Respect of building regulations - First Aid training	Let’s Protect ourselves from the wrath of nature	Movements of the Earth’s Crust	<i>12 – Tectonic Movements- (Internal Structure of the earth)</i> -Plates -Plate motions	- Lithospheric plates - Crustal Instability	- Reading the diagram of the internal structure of the earth - Identifying plates on a map - Identifying plate movements on a map	Curiosity Observation	-Maps -Manuals -Audio-visual Supports - Geology - Earth Sciences	Observations ; excursions ; brainstorming ; simulation ; Reading of maps; Exploitation of didactic supports (audiovisuals, geological kit) ; Laboratory work	2h
						<i>Further Study: Plate Tectonics</i>						
						<i>13 - Consequences of the instability of the earth's crust:</i> -Earthquakes -Volcanism	- Volcanism -Eartquake	- Locating volcanic and seismic zones on a map -Identifying warning signals -Identifying Monitoring equipments	- Vigilance -Availability - Altruism	-Maps - Manuals -Audio-visual Supports - First Aid -Hospitals - Red Cross - Red Crescent - Geology - Earth Sciences	Observations ; excursions ; brainstorming ; simulation ; Reading of maps; Exploitation of didactic supports (audiovisuals, geological kit) ; Laboratory work	2h
						<i>Practical Work : Seismic and Volcanic zones of Cameroon</i>						
						<i>Further Study: What to do in case of an earthquake or volcanic eruption? The preventive measures</i>						1h

FORM TWO

MODULE 4

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

2 - **NUMBER OF INSTRUCTIONAL (Teaching/ Learning) HOURS:** 27 hours.

3 - **PRESENTATION OF THE MODULE:** This module presents the world's population and the agro-pastoral activities in their milieux.

4 - **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.

5 - **CONTRIBUTION OF THE MODULE TO THE PROGRAM OF STUDY AND TO THE AREAS-OF-LIVING:** This module permits the learner to become aware of his/her responsibility in the exploitation of resources of his/her environment.

Contextualisation Framework		Competency Development		Resources								
				Essential Knowledge								
Family of situations	Life Situations	Category of Actions	Actions	Topics	Sub-topics	Lessons	Notions/ concepts	Skills	Values & Attitudes	Other resources	Methods& Techniques	Duration
ENVIRONMENT AND MANAGEMENT OF RESOURCES	Soil Impoverishment Drying up of rivers Degradation of Biodiversity	- Protection of the Environment -Adaptation to climate change -Adoption of the healthy ecological behaviours	Protection of the Environment -Adaptation to climate change -Adoption of the healthy ecological behaviours	DIAGNOSTIC EVALUATION								2H
				MAN IN HIS ENVIRONMENT	The World's Population	I - A Rapid growth of the World's Population -Historical evolution -Factors of the population growth -Implications of the growth on global resources	-Population Demographic Transition -Resources	- Reading population growth curves -Calculating birth rate, death rate and natural growth rate	- Observation Responsibility -Respect of life	-Population data. -BUCREP -United Nations Population Fund (UNPF) -Mathematics -Family members	Observations ; excursions ; brainstorming ; simulation ; Inquiry; Reading of maps; Interdisciplinarity; Exploitation of didactic supports (audiovisuals, pictures, charts)	2H

Contextualisation Framework		Competency Development		Resources								
Family of situations	Life Situations	Category of Actions	Actions	Essential Knowledge				Skills	Values & Attitudes	Other resources	Methods& Techniques	Duration
				Topics	Sub-topics	Lessons	Notions/ concepts					
ENVIRONMENT AND MANAGEMENT OF RESOURCES (Continuation)	Soil Impoverishment Drying up of rivers Degradation of Biodiversity	- Protection of the Environment -Adaptation to climate change -Adoption of the healthy ecological behaviours - Pollution	Protection of the Environment -Adaptation to climate change -Adoption of the healthy ecological behaviours	MAN IN HIS ENVIRONMENT (Continuation)	Exploitation of resources of the natural environment by man	Practical Work : Calculation of the demographic indices in Cameroon						1H
						2 – Uneven distribution of World Population <i>-Spatial Distribution</i> <i>-Factors of uneven distribution</i>	-Population distribution -Population density	- Reading a map of world population distribution -Identifying zones of different densities	-Receptivity -Hospitality - Tolerance	Population maps	Observations ; excursions ; brainstorming ; simulation ; Inquiry; Reading of maps; Interdisciplinarity; Exploitation of didactic supports (audiovisuals, slides)	2H
						Practical Work : Population Densities in Cameroon						1H
						3 – Man in the Equatorial Zone <i>Brief presentation of the</i> <i>-Geographical characteristics</i> <i>- Resources</i> <i>- Methods of exploitation</i> <i>- Problems faced</i> <i>- Proposed solutions</i>	-Dense forest -Farming Techniques Agricultural Calendar -Shifting Cultivation -Mulching	- Reading an Agricultural Calendar -Making a farm -Identifying Resources -identifying or recognise agricultural products of their locality	- Love for nature - Love for farming -Likeness for or positive attitudes to local food	-Pictures -Maps -Extracts - Audio-visual materials -Newspaper : « the Farmer's Voice » - Craftmen - Farmers	Observations ; excursions ; brainstorming ; simulation ; Enquiries; Read maps ;; interdisciplinarity ; exploitation of audiovisual materials, slides	2H
						Practical Work : Exploitation of forest resources						1H
						Practical Work : Identification of plant species in partnership with resource persons						1H
						Directed Work: Mian food crops (Choose): Cassava, cocoyams, maize, plantain						1H

Contextualisation Framework		Competency Development		Resources								
Family of situations	Life Situations	Category of Actions	Actions	Essential Knowledge				Skills	Values & Attitudes	Other resources	Methods& Techniques	Duration
				Topics	Sub-topics	Lessons	Notions/ concepts					
ENVIRONMENT AND MANAGEMENT OF RESOURCES (Continuation)	Soil Impoverishment Drying up of rivers Degradation of Biodiversity	Protection of the Environment -Adaptation to climate change -Adoption of the healthy ecological behaviours - Pollution	Protection of the Environment -Adaptation to climate change -Adoption of the healthy ecological behaviours	MAN IN HIS ENVIRONMENT (Continuation)	Exploitation of resources of the natural environment by man	Further Study: Deforestation						1H
						4 – Man in the tropical zone <i>Brief presentation of the</i> <i>-Geographical characteristics</i> <i>- Resources</i> <i>- Methods of exploitation</i> <i>- Problems faced</i> <i>- Proposed solutions</i>	-Compare the various savanna zones -Farming system - Pastoral Nomadism	- Reading an Agricultural Calendar -Making a farm -Identifying Resources Recognising agricultural products of their locality	-Love for nature - Love for farming -Likeness for or positive attitudes to local food	-Pictures -Maps -Extracts - Audio-visual materials -Films -Graphs -Newspaper : « the Farmer’s Voice » - Craftmen - Farmers	Observations ; excursions ; brainstorming ; simulation ; Inquiries; Read maps ;; interdisciplinarity ; exploitation of audiovisual materials, slides	2H
						Guided (Directed) Work: Mian food crops (Choose): millet ; ground nuts, onions						1H
						Guided (Directed) Work: Protected Species						1H
						Further Study: Firewood crisis						1H
						Guided (Directed) Work: Investigation into the techniques of preservation(storage) of foodstuff in Cameroon						1H
						PracticalWork: Soil conservation measures in Cameroon (Terrace farming& ridges and furrows)						2H
						5 - Man in the Hot Desert Milieu <i>Brief presentation of:</i> <i>-The Geographical characteristics</i> <i>- Resources</i> <i>- Methods of exploitation</i> <i>- Problems faced</i> <i>- Proposed solutions</i> <i>-Mineral exploitation</i>	-Desert -Oasis -Irrigation - Pastoral nomadism	-Identifying a desert area on a map - Identifying some desert plants - Irrigating a farm	-Curiosity - Observation	-Pictures -Maps -Extracts -Films -Graphs -Handicraft	Observations ; excursions ; brainstorming ; simulation ; Inquiries; Read maps ;; interdisciplinarity ; exploitation of audiovisual materials, slides	2H

Contextualisation Framework		Competency Development		Resources								
Family of situations	Life Situations	Category of Actions	Actions	Essential Knowledge				Skills	Values & Attitudes	Other resources	Methods& Techniques	Duration
				Topics	Sub-topics	Lessons	Notions / concepts					
ENVIRONMENT AND MANAGEMENT OF RESOURCES (Continuation)	Soil Impoverishment Drying up of rivers Degradation of Biodiversity	Protection of the Environment -Adaptation to climate change -Adoption of the healthy ecological behaviours - Pollution	Protection of the Environment -Adaptation to climate change -Adoption of the healthy ecological behaviours	MAN IN HIS ENVIRONMENT (Continuation)	Exploitation of resources of the natural environment by man	Further Study : The Date Palm						1H
						6 – Man in the Mediterranean Zone Plan Brief presentation of the -Geographical characteristics - Resources - Methods of exploitation -Tourism - Problems faced - Proposed solutions -Mineral exploitation	Milieu méditerranéen -arboriculture irrigation	-Identifying the mediterranean climate from temperature-rainfall graph. - Locating Mediterranean areas in Africa on a map	- Curiosity - Observation	-Pictures -Maps -Extracts -Films -Graphs -Handicraft -Patriarchs	Observations ; excursions ; brainstorming ; simulation ; Inquiries; Read maps ; interdisciplinarity ; exploitation of audiovisual materials, slides	2H
						Further Study: Fishing						1H
						Further Study: Water Problems						1H

MODULE 5

1- **TITLE OF MODULE (UNIT):** Space Occupation.

2 - **NUMBER OF INSTRUCTIONAL (Teaching/ Learning) HOURS:** 16 heures.

3 - **PRESENTATION OF THE MODULE:** This module presents the towns and countrysides of Africa and their relationships.

4 **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.

5 - **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.

Contextualisation Framework		Competency Development		Resources								
				Essential Knowledge								
Family of Situations	Life Situations	Category of Actions	Actions	Topics	Sub-topics	Lessons	Notions/ concepts	Skills	Values & Attitudes	Other resources	Methods& Techniques	Duration
THE LURE (ATTRACTI ONS) OF TOWNS	-Pauperisation of the departure zones -Unemployment -Improvement of the conditons of life in the departure zones	LIMITING MIGRAT- IONS	-Change in mentality -Elaborate projects to provide services to villages -Improve the conditions of the living environment -Enquire about job opportunities -Self employment	SPACE OCCUPAT- ION	Towns and Countrysides of Africa	7 – Countrysides in Africa (Bring out the attractive and repulsive aspects)	-Countryside - Land	-Identifying on a map villages, -Identifying on visual materials types of rural dwellings, - Describing a rural settlemnt	Love of the Land	Pictures -Maps -Extracts -Films -Graphs -Handicraft -Patriarchs - Engineer -agricultural engineering -Hydrologist - Community development agents -PNVRA (National Program for the vulgarisation of agricultural Research)	Observations ; excursions ; brainstorming ; simulation ; Inquiries; Reading of maps; Interdisciplinarity; Exploitation of didactic supports (audiovisuals)	1H
						Practical Work: Identification of types rural settlemnts from a topographic map						1H

Contextualisation Framework		Competency Development		Resources								
Family of Situations	Life Situations	Category of Actions	Actions	Essential Knowledge				Skills	Values & Attitudes	Other resources	Methods& Techniques	Duration
				Topics	Sub-topics	Lessons	Notions/ concepts					
THE LURE (ATTRACTI ONS) OF TOWNS	-Pauperisation of the departure zones -Unemployment - Improvement of the condions of life in the departure zones	LIMITING MIGRAT- IONS	Change in mentality -Elaborate projects to provide services to villages -Improve the conditions of the living environment -Enquire about job opportunities -Self employment	SPACE OCCUPAT- ION	Towns and Countrysides of Africa	Practical Work : Describe a rural settlement in your region						1H
						8 – Towns in Africa (Bring out the attractive and repulsive aspects; and problems)	-Town -Transport networks -Urban landscape -Informal Sector -Megapolis	- Identifying and classifying towns from a map, -Comparing towns - Describing a quarter in a town - Dumping garbage in indicated places - Using public conveniences	-Observation -Curiosity -Solidarity - Politeness	-Maps -Extracts -Pictures -Films -Graphics	Observations ; excursions ; brainstorming ; simulation ; Inquiries; Reading of maps; Interdisciplinarity; Exploitation of didactic supports (audiovisuals)	2H
						Practical Work : Description of a quarter in a town						1H
						Practical Work: Types of urban nuisance and laws against nuisance						1H
						Practical Work: Location of Regional head quarters of Cameroon and headquarters of divisions in his/her region						1H
						Further Study : Management of Urban Waste						1H
						9 – Relationship between towns and countrysides (flows...)	-Provision with supplies -Flows	-Identifying types of flows from a document - Reading a flow map -Illustrating town-countryside flows	- Mutual respect - Solidarity - Mutual aid	-Clergy -Patriarchs -Council -Buyamsellam -‘clandos’ (clandestine transporters) ; -Elite -Development Association (CIG-cooperatives...)	Observations ; excursions ; brainstorming ; simulation ; Inquiries; Reading of maps; Interdisciplinarity; Exploitation of didactic supports (audiovisuals)	2H
						Further Study: Provision of fresh food supplies to towns						1H

Contextualisation Framework		Competency Development		Resources								
Family of Situations	Life Situations	Category of Actions	Actions	Essential Knowledge				Skills	Values & Attitudes	Other resources	Methods& Techniques	Duration
				Topics	Sub-topics	Lessons	Notions/ concepts					
THE LURE (ATTRACTI ONS) OF TOWNS	Pauperisation of the departure zones -Unemployment - Improvement of the condnions of life in the departure zones	LIMITING MIGRAT- IONS	Change in mentality -Elaborate projects to provide services to villages -Improve the conditions of the living environment -Enquire about job opportunities -Self employment	SPACE OCCUPAT- ION	Towns and Countrysides of Africa	<i>10- Rural Exodus in Cameroon</i> - Causes - Consequences - How to make rural areas more attractive?	Rural Exodus	-Organising attractive activities in villages -Creating a farm/plantation	- Mutual respect - Solidarity - Mutual aid -Strength of character -Self Confidence -Sense of Initiative -Modesty	-Maps -Extracts -Pictures -Films -Graphics -Patriarchs -Clergy -Elite -CIG -Cooperatives	Observations ; excursions ; brainstorming ; simulation ; Inquiries; Reading of maps; Interdisciplina rity; Exploitation of didactic supports (audiovisuals)	2H
						<i>Practical Work : Visit a quarter ofthe town or village in which the school is located so as to identify attractive aspects</i>						2H

SUBJECT: CITIZENSHIP EDUCATION***Weekly workload: 2 hours******Annual workload: 50******Coefficient: 2***

Presentation of the module

Citizenship Education embodies a teaching program aimed at developing in the learner aptitudes and attitudes of a good citizen .It aims at training the Cameroonian youth to be a responsible citizen involved in the activities of his \ her community and country. It equally seeks to promote a citizenship behavior that is, attitudes embedded in universal citizenship values such as ;Patriotism, Peace, Tolerance, Protection of the environment, Respect of human Rights and Democracy.

The place of the syllabus in the curriculum

This syllabus ensures the training of the Citizen rooted in his\ her culture. It emphasizes the respect of the common interest, ethnics and democratic values, with the aim of promoting the child's active participation in his \ her community, nation and the world as an informed, committed and constructive citizen.

Contribution of the syllabus to broad areas- of-learning (social science)

Citizenship Education contributes to the study of social events. It enhances affection for traditional values, reinforces patriotism and leads to making responsible judgment on national and international events.

Contribution of syllabus to areas-of-living

The Citizenship Education syllabus handles issues that belong to the following broad areas of living—Family and social life, media and communication.

The observation sub-cycle of Citizenship Education syllabus promotes the learner's active and harmonious integration into his\ her family and society. It helps to develop the learner's critical sense for a better management of information.

Presentation of the families of situations in the syllabus.

N°	Families of situations	Broad areas-of-Learning
1	Social life	Family and social life
2	Conflicts	- Family and social life - Citizenship
3	The violation of rights	Citizenship
4	National integrity	
5	Access to information	Media and communication

Table of content

Cycle	Sub - cycle	Level	Title of modules	Status	Duration
First cycle	observation	1	- Family and school life	Obligatory	22h
			- Facing conflicts	Obligatory	09h
			-Threats to human dignity	Obligatory	12 h
		2	Promotion of national integration	Obligatory	16 h
			Areas of integration	Obligatory	16 h
			The mass – media	Obligatory	11h

MODULE I**NUMBER OF INSTRUCTIONAL (Teaching/Learning) Hours:** 22 H**TITLE:** The Family and school life.**PRESENTATION OF THE MODULE:** This module permits the learner to identify his \ herself with a family and as a student.**CONTRIBUTION OF MODULE TO THE AIM AND GOALS OF THE CURRICULUM:** Help the learner to accept him \ herself as a member of a family and as a student.**CONTRIBUTION TO THE SYLLABUS AND TO AREAS-OF-LIVING:** This module contributes to a better integration of the learner into the family and school life

Contextualization framework		Competency Development		Resources								
Families of situations	Situations	Categories of actions	Actions	Essential Knowledge					Skills	Values attitudes	Other ressources	Methods / Techniques
				Topic	SUB-TOPIC	Lessons	Duration	Notions				
Diagnostic Evaluation				2 H								
1-SOCIAL LIFE					Introduction	1-Citizenship Education: What is it? -definition -goals -methodology	1 H	-Citizenship			Dictionaries Encyclopedia	

Contextualization framework		Competency Development		Resources								
Families of situations	Situations	Categories of actions	Actions	Essential Knowledge					Skills	Values attitudes	Other resources	Methods/ Techniques
				Topic	SUB-TOPIC	Lessons	Duration	Notions				
1-SOCIAL LIFE	Integration into the family ; marriage ,solidarity, household chores, burials /funerals ,widowhood	Integration into the family Integration into secondary school Integration into the family life	-Founding a family, -Assist and contribute to family events, -Participate in house hold chores -Insertion into school milieu.	The family and school life.	1-The Family	2-The Family : Definition Types of Family	1 H	Family Child Father Mother	Drawing a family tree(genealogy) Speaking strongly about your family	-Mutual respect and respect of birth rights, -Sharing - Togetherness -Altruism -Love.	-Stories. Legends. Patriarch. Audio-visual Photograph Civil code(1981 ordinance) Extracts.	Role play Brainstorming Iconographic documents Extracts. Inquiry.
						3-Rights and duties of family members: The child, The Parents	2 H	Duties and rights of the head of the family	-Identifying the rights and duties of each member of the family. Carrying out their duties	- Love for work well done. Dedication. Obedience. Availability. Serviceable. Uprightness. Politeness. Maternal and paternal love. Patience. Hard work. Listening. Caring Honesty Spirit of discernment.	Conventions on the the Rights of the Child. UDHR. NCHRL African charter on Human and Peoples Rights. UNICEF. Maputo protocol. Civil and Penal Codes. Testimonies.	Role play Brainstorming Iconographic documents Extracts. Inquiry Observations . Debates.

Contextualization framework		Competency Development		Resources								
Families of situations	Situations	Categories of actions	Actions	Essential Knowledge					Skills	Values attitudes	Other ressources	Method Techniques
				Topic	SUB-TOPIC	Lessons	Durati on	Notion s				
1-SOCIAL LIFE	Integration into the family ; marriage ,solidarity, household chores, burials /funerals ,widowhood	Integration into the family Integration into secondary school Integration into the family	Founding a family, Assist and contribute to family events, Participate in house hold chores Insertion into school milieu.	The Family and School Life	2- Marriage.	4- Marriage Definition Types and stages of marriage ; Civil(legal/ court) Religious marriage, Traditional Marriage.	2H	Marria ge. Bride price (dowry Matri monial regime - Marria ge certific ate.	Describing a type of marriage , Identifying the different stages of a type of marriage(traditi onal,/ civil /religious) Traditional marriage symbols. Bringing out the importance of each type and stage of marriage.	Love, Tolerance Dialogue, Faithfulness, Commitment ,Trust, Honesty Compassion. Mutual respect.	-Audio-visual Photographs Civil code African charter on Human and Peoples Rights. Parents Clergy Testimonies Other appropriate documents.	Idem
						Guided Work 1 :Bride price(Bride wealth/Dowry)1 H						
												5 -Rights and duties of spouses ; Duties and Rights of husband. Duties and rights of wife.

Contextualization framework		Competency Development		Resources								
Families of situations	Situations	Categories of actions	Actions	Essential Knowledge					Skills	Values/ Attitudes	Other ressources	Methods Techniques
				Topic	SUB-TOPIC	Lessons	Durati on	Notions				
1-SOCIAL LIFE	Integration into the family ; marriage ,solidarity, household chores, burials /funerals ,widowhood	Integration into the family. Integration into secondary school	Founding a family, Assist and contribute to family events, Participate in house hold chores Insertion into school milieu.	The family and school life cont.		Guided Work 2 :Rights and duties of spouses in traditional societies 1 H						
				The family and school life cont.	3-The protection of the family	6- Institutions and measures of protection of the family -The institutions of protection of the family	2 H	-Family meetings -A will - Successor. Usurper. Heritage.	Identifying the institutions of of protection of the family. Listening. Turning to appropriate institutions. Denouncing all forms of abuse.	Mutual love and assistance. Spirit of Oneness. Receptive. Humility Spirit of justice. Culture of peace.	Audio-visual Photographs Civil code African charter on Human and Peoples Rights. Parents Clergy Testimonies Other appropriate documents	idem
Guided Work 3 : Interview with officiator :Importance of different civil status certificate 1 H												
Further Studies 1: Family heritage:-definition, types and composition- measures of protection. 1H												

Contextualization framework		Competency Development		Resources								
Families of situations	Situations	Categories of actions	Actions	Essential Knowledge					Skills	Values attitudes	Other ressources	Methods/ Techniques
				Topic	Chapter	Lessons	Dura tion	Notions				
1-SOCIAL LIFE	The Road	Integration of student into school life.	Founding a family, Assist and contribute to family events, Participate in house hold chores Insertion into school milieu.	The family and school life cont.	4- From home to school.	7- The Road - Definition. Parts The tpyes of road	1 H	The Road. Highway code. Insurance.	-Respecting the Highway code. Identifying the causes of road accidents . Enumerating measures to take in case of an accident.	-Being cautious, attentive and observant. Open spiritedness.	Highway code. Journies. Radio and TV programs on road prevention.	Idem
		8-Highway code				1 H					Idem	
		9-Road accidents				1 H					Idem	
		Guided Work 4:Practical cases of responsible and irresponsible behavior on the highway 1 H										
	-The School				5- The child in the school	10-The school institution : Structure . Organisation	2H	School support staff. School council Extracurricular activities.	-Sketching the school or organigramm e. Seeking assistance. Applying school regulations	-Respect. Collaboration .Team spirit. Leadership Love for work. Discipline.	-Official texts School regulations. Testimonies School staff. Parents. MINESEC authorities.	Idem
						Guided Work 5 :School Environment-Heritage(identification ;role ;problems ;solution) 1Inventoryan						
						Further studies 2 : Education community(composition ,role and problems) 1 H						

MODULE II**TITLE:** Facing conflicts**NUMBER OF INSTRUCTIONAL (Teaching/Learning) Hours:** 12 H**PRESENTATION OF MODULE:** This module helps to develop in the learner the ability to prevent and solve conflicts in his/her living environment.**CONTRIBUTION OF MODULE TO THE AIM AND GOALS OF THE CURRICULUM:** Leads the learner to assume his /her role as a citizen.**CONTRIBUTION OF THE SYLLABUS TO THE AREAS OF LIVING:** Contributes to the promotion of peace and togetherness.

Contextualization Framework		Competency Development		Resources								
Families of Situations	Situations	Categories of Action	Actions	Essential Knowledge					Skills	Values/ Attitudes	Other Resources	Methods / Techniques
				Topic	Sub-Topic	Lessons	Duration	Notions				
2-Conflicts	-Family conflicts and Conflicts with neighbors -Sibling conflicts.	- Prevention and resolution of conflicts.	-Negotiate -Defend -Arbitrate -Prevent	- Facing conflicts	7-Divorce	11-Divorce : -definition -Causes and Procedure - Consequences	2 H	-Divorce -Divorce procedure. -Right to visit -Alimony	-Identifying the causes of divorce - Reconstituting the procedure of divorce (stages) - Consequences of divorce. -Dissuading and dialoguing with parents.	-Sense of responsibility of the family and extended family. -Dialogue Reconciliation -Forgiveness -Tolerance -Spirit of initiative -Courage and mutual respect.	-Civil and Penal code. Family meetings Witnesses -The Clergy -Other appropriate documents.	Idem

MODULE III**TITLE:** Threats to human dignity**NUMBER OF INSTRUCTIONAL (Teaching/Learning) Hours:** 15 H**PRESENTATION OF MODULE :** This module deals with Human Rights education and respect for human dignity**CONTRIBUTION OF MODULE TO THE AIM AND GOALS OF THE CURRICULUM:** Leads the learner to be open to universal values**CONTRIBUTION OF THE MODULE TO AREAS OF LIVING:** This module contributes to the consolidation of the culture of respect of Human Rights in the Cameroonian society.

Contextualization Framework		Competency Development		Resources								
Families of Situations	Situations	Categories of Actions	Actions	Essential Knowledge.					Skills	Values/ Attitudes	Other Resources	Methods/ Techniques
				Topic	Sub-topic	Lessons	Duration	Notions/ concepts				
3 - The Violation of Rights	-Child aggression -Child labour -Child trafficking -Vandalism (destruction of public heritage) -Juvenile delinquency.	-Education of rights. - Promotion and protection of Human rights.	-Know your rights and duties and of others. -Denounce all forms of abuse of rights. -Sensitize the respect of law and of public heritage.	Threats to human dignity.	9- Fundamental Human Rights.	15- Human dignity and Fundamental rights of man	2 H	-Human being - Fundamental rights -Human Rights -Children's rights	-Identifying fundamental rights. -Sensitizing the respect of rights Denouncing all forms of abuses of rights -Reporting to competent authorities.	-Respect of law and rights . -Respect of the human being. -Love for others	-The constitution -UDHR -Convention on Children's rights -African Charter on Human and Peoples Rights. - Other appropriate documents.	idem

Contextualization Framework		Competency Development		Resources								
Families of Situations	Situations	Actions	Categories of Actions	Essential Knowledge					Skills	Values/ Attitudes	Other Resources	Methods Techniques
				Topics	Sub-Topics	Lessons	Duration	Notions				
3 - - The Violation of Rights	Child aggression -Child labour -Child trafficking -Vandalism (destruction of public heritage) -Juvenile delinquency	Education of rights. -Promotion and protection of Human rights.	-Know your rights and duties and of others. -Denounce all forms of abuse of rights. -Sensitize the respect of law and of public heritage.	Threats to human life	Guided Work 8: Instruments for the protection of rights 2 H							
					10-Forms of exploitation and child abuse.	16-Forms of exploitation and child abuse -Forms of exploitation -Other abuses on children.	2 H	-Social ills - Maltreatment -Child labour and trafficking - Pedophile..	-Identifying and denouncing all forms of violation -Sensitizing and self defending in the face of all attempts to violation.	-Vigilance and the spirit of reserve. -Awareness -Sense of responsibility.	Photographs - Testimonies. -Other documents	
					Guided Work 9 : Practical cases(testimonies from students) 2 H							
					11-Juvenile delinquency	17-Juvenile delinquency -Definition - Manifestation -Causes - Consequences and solutions	2 H	-Social ills -Offences -Juvenile delinquency - Reinsertion.	-Listing some acts of juvenile delinquency and their consequences. -Sensitizing, rejecting and denouncing all forms of delinquency.	-prise de conscience -respect de la loi de l'ordre et des biens publics - responsabilité -droiture	Photographs - Testimonies. -Other documents	
					Guided Work 10: Practical cases (testimonies from students) 2 H							

FORM TWO

MODULE IV

TITLE: The promotion of National Integration

NUMBER OF INSTRUCTIONAL (Teaching/Learning) Hours: 16 H

PRESENTATION OF MODULE: This module contributes to the promotion of National Integration.

CONTRIBUTION OF THE MODULE TO THE AIM AND GOALS OF THE CURRICULUM: Leads the learner to assert him/herself as a Cameronian citizen and to promote national integration.

CONTRIBUTION TO THE SYLLABUS AND BROAD AREAS OF LIVING: Enhances national consciousness and living in harmony

Contextualization Framework		Competency Development		Resources								
Families of Situations	Situations	Categories of Action	Actions	Essential Knowledge					Skills.	Values/ Attitudes	Other Resources	Methods / Techniques
				Topics	Sub-topics	Lessons	Durat ion	Notions/ concepts				
Diagnostic Evaluation												
2 H												
1- National Integratio n	-Tribalism -Religious intolerance	-The promotion of national integration	-Be open to others -Discover other tribes and cultures. Respect other religious confessions.	The promotion national integration	- Manifestat ions and hindrances /obstacles to national integration	1-National integration : -Definition of National unity,national integration. -Advantages and manifestations.	2 H	-National unity -national integrati on -Unity in diversity	Locating on a map some major ethnic groups in Cameroon. Practising bilingualism and other national languages Identifying the cultural traits of other tribes.	-Accepting others and their differences. -Patriotism -Open minded ness -Culture of peace. -Love for others.	- Dictionari es Encyclope dia Photograp hs/Maps -Museums - Testimoni es Escortions Other document s.	-Role play - Brainstormin g Iconographi que documents Analysis of reports -Inquiries -Debates Escortions

Contextualization Framework		Competency Development		Resources								
Families of Situations	Situations	Categories of Actions	Actions	Essential Knowledge					Skills	Values / Attitude	Other Resources	Methods/ Techniques
				Topics	Sub-Topics	Lessons	Duration	Notions/concepts				
National Integration	-Tribalism -Religious intolerance -Nepotism -Threats to the rights of minorities and indigenous people	-The promotion of national integration	Denounce all forms of discrimination .-Take into account the rights of minorities and indigenous people. -Keep away from current religious trends.	-The promotion of national integration	Manifestations and hindrances /obstacles to national integration	Guided Work 1: Discovering the tribes in Cameroon 2 h						
						2- Hindrance/obstacles to national integration : -Political -Economic -Socio-cultural	2 H	-Tribalism -Nepotism -Proselytism.	-Identifying and describing behaviours contrary to national integration. -Sensitizing /Disuading such habits -Denouncing any such habits.	--National consciousness. -Sense of general interest. Accept others and their differences. -Patriotism - Open mindedness - Culture of peace. Love for others.	idem	idem
						Further studies 1: Religious intolerance 2 H						
						The politics of national integration: Political -Economic -Social domains.	2 H	Regional balance.				

Contextualization Framework		Competency Development		Resources								
Families of Situations	Situations	Categories of Actions	Actions	Essential Knowledge					Skills	Values/ Attitudes	Other Resources	Methods/ Techniques
				Topics	Sub-Topics	Lessons	Durati on	Notions/ concepts				
1- National Integration	- Religious intolerance -Nepotism -Threats to the rights of minorities and indigenous people	The promotion of national integration	- Denounce all forms of discrimination.- Take into account the rights of minorities and indigenous people.-Keep away from current religious trends.	The promotion of national integration	Manifestations and hindrances /obstacles to national integration	Guided Work 2: Practical cases of the promotion of national integration. - Writing slogans –investigate.						
						3-The protection of minorities -definition -problems of minorities -measures of protection.	2 H	-Minorities - dicrimination - impowerment of minorities	-Identifying minorities -Identifying their problems -Defending their rights -Assisting people in difficulties	Spirit of justice -Solidarity - Open mindedness -Respect/empathy -Tolerance -Love for others.	- TheConstituti on Political authorities. -NGO -MINAS.	Idem
						Guided Work 3 –Pygmies and Bororos						2 H Localization life style - problems-solutions

MODULE V

TITLE: Areas of National Integration

NUMBER OF INSTRUCTIONAL (Teaching/Learning) Hours: 16H

PRESENTATION OF MODULE: Identifying the manifestations and obstacles to national integration in the different constituencies

CONTRIBUTION OF SYLLABUS TO THE AIM AND GOALS OF THE CURRICULUM: Enables the learner to assert his Cameroonian citizenship and promote national integration in the constituencies.

CONTRIBUTION TO SYLLABUS AND AREAS OF LIVING: This module forges national consciousness and living in harmony

Contextualization Framework		Competency Development.		Resources								
				Essential Knowledge								
Families of Situations	Situations	Categories of Action	Actions	Topics	Sub-Topics	Lessons	Duration	Notions/ concepts	Skills	Values/ Attitudes	Other Resources	Methods/ Tecniques
National Integration	- Religious intolerance -Nepotism -Threats to the rights of minorities and indigenous people	The promotion of national integration	- Denounce all forms of discrimination .-Take into account the rights of minorities and indigenous people. -Keep away from current religious trends.	Areas of Integration	The Village Decentralized territorial communities	4- The Village Areas of integration : -definition of village -Manifestations of national integration. Obstacles/hindrances	2 H	-Village -National integration -indigenes -Settlers	-Identifying minorities -Identifying their problems -Defending their rights -Assisting people in difficulties	Spirit of justice -Solidarity - Open mindedness - Respect/empathy -Tolerance -Love for others.	- TheConstitution Political authorities. -NGO -MINAS.	Idem
						Guided Work 4 : Discussion with a patriarch/village head 1 H -History of the village- describe the organization and manifestations the integration- list the material wealth and cultural elements						

Contextualization Framework		Competency Development		Resources								
Families of situations	Situations	Categories of Actions	Actions	Essential Knowledge					Skills	Values/ Attitudes	Other Resources	Methods/ Techniques
				Topics	Sub-Topics	Lessons	Durati on	Notions/ concepts				
1-National Integration	-Living in harmony in ones village -council, Sub-Division -Division -Region	The promotion of National Integration	Integrating oneself in the village , Council -Sub-Division, Division Region	Areas of National Integration	Decentralized territorial communities.	Guided Work 5 : The village heritage 2 H						
						5-The council -definition -Organization -Manifestations of integration -Obstacles/ Hindrances.	2 H	Decentralized territorial communities	-Locating your council -Describing the functioning of a council -Identifying some elements or manifestations of national integration in your council. Denouncing the obstacles to national integration -Preserving the achievements.	-Group spirit Respect for law and order -Team work. -Tolerance Acceptance and respect for others -Empathy -Love for neighbors -Love for work well done -Patriotism -Respect for public property and heritage.	-The mayor -Municipal councilors -Other appropriate documents.	Idem -Visit to the Council office.
						Guided Work 6: Discussion with a municipal councilor or visit to the council office. The functioning or role of a municipal councilor.						
						Guided Work 7: Investigate on the manifestations of national integration in his/her council. 1 H						

Contextualization Framework		Competency Development		Resources								
Families of Situations	Situations	Categories of Actions	Actions	Essential Knowledge					Skills	Values / Attitudes	Other Resources	Methods/ Techniques
				Topics	Sub-Topics	Lessons	Duration	Notions/ concepts				
1- National Integration	, Living in harmony in ones village -council, Sub-Division -Division -Region	The promotion of National Integration	Integrate oneself in the village , Council -Sub-Division, Division Region	Areas of National Integration	Decentralized territorial communities	Guided Work 8: Communal heritage 1 H Identify and propose measures of protection						
						6 –The Region -definition -Organization -Manifestations of integration -Obstacles/ Hindrances.	1 H	Decentralized territorial communities	Locating your council -Describing the functioning of a council -Identifying some elements or manifestations of national integration in your council - .Denouncing the obstacles to national integration -Preserving the achievements.	Group spirit Respect for law and order -Team work. -Tolerance Acceptance and respect for others -Empathy -Love for neighbors -Love for work well done -Patriotism -Respect for public property and heritag	idem	Idem

Contextualization Framework		Competency Development		Resources								
Families of Situations	Situations	Categories of Actions	Actions	Essential Knowledge					Skills	Values/ Attitudes	Other Resources	Methods / Techniques
				Topics	Sub-Topics	Lessons	Duration	Notions /concepts				
I- National Integration	-, Living in harmony in ones village -council, Sub-Division -Division -Region	The promotion of National Integration	Integrate oneself in the village , Council -Sub-Division, Division Region	Areas of National Integration	-Administrative units.	7- Administrative units definition -Organization -Manifestations of integration -Obstacles/ Hindrances.	2 H	Administrative units -Decentralization	-Locating the Sub-Divisions/ Divisions and their head quarters -Tracing the organigramme of an administrative unit -Identifying the elements of national integration -Participating in community work.	Team spirit Respect for law and order -Team work. -Tolerance Acceptance and respect for others -Empathy -Love for neighbors -Love for work well done -Patriotism -Respect for public property and heritage	Administrative authorities -State Agents -Other appropriate documements.	idem
						Further Studies 2: Panorama on national heritage. 2 H Identify and propose measures of protection						

MODULE VI**TITLE:** Mass Media**NUMBER OF INSTRUCTIONAL (Teaching/Learning) Hours:** 11 H**PRESENTATION OF MODULE :** This module initiates the learner to good management of information**CONTRIBUTION OF THE SYLLABUS TO THE AIM AND GOALS OF THE CURRICULUM :** Enables the learner to develop a spirit of discernment in the use of information**CONTRIBUTION TO THE SYLLABUS AND AREAS OF LIVING:** This module contributes to a responsible use of information by the learner

Contextualization Framework		Competency Development		Resources								
Familles de situation	Situations	Categories of Action	Actions	Essential Knowledge					Skills	Value/ Attitudes	Other Resources	Methods/ Techniques
				Topics	Sub-Topics	Lessons	Durati ion	Notions/ concepts				
Access to Information	- Media intoxication -The media and their dangers -Advertisement.	-The search for good /right information The proper use of ICT	Exploit many sources of information. Choose the right media -Select Radio/TV/Internet program. -Avoid /Fight against the tendency of over dependence.	The Mass -Media	The notion of Information	8-The notion of Information : -definition of information - Sources(traditional and modern	2 H	Information -Mass-media -News headlines -ICT	-Reading News papers -Identifying sources of information. -Searching for information.	Good reading habits -Curiosity -Open mindedness.	, Mass-media -Library -Multimedia Centre. Bookshop Society.	Idem
						9-Importance of the mass-media.	2 H					
						Guided Work 8 : Initiation into traditional techniques of information. 2H Discussion with a Resource Person						

Contextualization Framework		Competency Development		Resources								
Families of Situations	Situations	Categories of Actions	Actions	Essential Knowledge					Skills	Values / Attitudes	Other Resources	Methods / Techniques
				Topics	Sub-Topics	Lessons	Duration	Notions/ concepts				
Access to Information	- Media intoxication -The media and their dangers -Advertisement.	-The search for good /right information The proper use of ICT -	Exploit many sources of information. Choose the right media -Select Radio/TV/Internet program. -Avoid /Fight against the tendency of over dependence	The Mass - Media	-The dangers of the Mass-Media	Guided Work 9 : presentation of information from a media 1 H						
						10-The dangers of mass-media -Manifestations -Consequences.	2 H	-Addiction -Cyber crime -Misinformation -Deviance -Advetisement.	-Identifying reliable sources of information -Selecting information	-A critical spirit -Moral rectitude -A sense of caution	Teacher -Parents -Modern religious authorities Associations -NGOs -MINJES	idem
						Guided Work 10 : Case study on the dangers of mass media 2 H						

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

Workload distribution in the observation sub - cycle (6^{ème} – 5^{ème}, Form1 – Form2)

Learning area	Global distribution	Total workload weekly	Subject areas	Weekly workload per subject	Coefficient
language and literature	30%	10 h	French	Francophones : 06h	06
				Anglophones : 03h	03
			English	Anglophones : 06h	06
				Francophones : 03h	03
Sciences and technology	25%	08h	ancient languages	01hour	01
			computer studies	02 hour	02
			Mathematics	04 hours	04
			Sciences	02 hours	02
human sciences	20%	06h	History	02 hours	02
			Geography	02hours	02
			Citizenship education	02hours	02
Arts, national languages and cultures	15%	04h	National languages	02hours	02
			National cultures	01hour	01
			Arts	01hour	01
personal development	10%	03 h	Sports and physical education	02hours	02
			Manual work	01hour	01
Total 1	100	31		31hours	31
Tutorials			All subjects	01hour	00
Total 2				32hours	31

AUGUST 2012 [LEARNING AREA : SOCIAL SCIENCES]

Done in Yaoundé on the 13 AOUT 2012

The Minister of Secondary Education



Louis BAPES BAPES

OBSERVATION SUB-CYCLE : **Form 1 & Form 2**