

MINISTRY OF SECONDARY EDUCATION
MINISTERE DES ENSEIGNEMENTS SECONDAIRES

INSPECTORATE GENERAL OF EDUCATION
INSPECTION GENERALE DES ENSEIGNEMENTS

SUBJECT SYLLABUS: GEOGRAPHY 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

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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.		

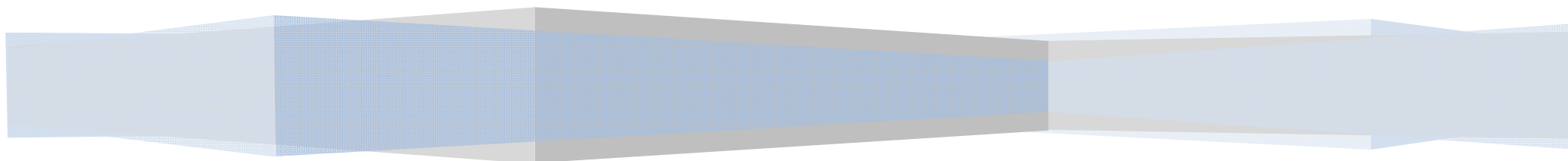
Areas of Learning	Disciplines	Expected outcomes at the end of the 1 st cycles
6- Cross curricular competences	Intellectual and Methodological domains	Solve Problem in a given situation; Use knowledge skills and values with confidence in order to solve real life problems within the different domains of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

Geography is the science that studies the organisation of the earth surface and the reciprocal interactions between the human societies and their living environment. This syllabus of geography contributes to a better knowledge of the milieu and proper management of resources in order to generate income and poverty and underdevelopment. Great focus is on the Geographic Study of Cameroon, with the purpose being the improvement of the learners' awareness of the developmental potentials and challenges of Cameroon. The management component of basic environmental hazards stemming from several anthropogenic and nature induced processes has been reinforced so as to make more visible the utility of the subject. Furthermore, the syllabus emphasises on the acquisition of basic skills through initiation to map analysis and the need for basic field observations just within the immediate school environment so as to reinforce the understanding of concepts taught.

Place of the Syllabus in the Curriculum

Geography is at the crossroads of numerous disciplines. The Geography syllabus for Forms 3, 4&5 Classes is an awakening program that prepares the pupil to the observation, interpretation, mapping and description of the variations in their environment.

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

Geography as a Social Science Subject, contributes to build a sense of judgment, open the mind to the diversity of the human societies and participate in the construction of opinions on how the environment and its resources are managed and the opening to the world of development and the world as a "global village".

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

This syllabus touches on **two Areas-of-Living: Economic Life and the Environment, Welfare and Health**. It contributes in creating awareness in the learner of the threats looming over the natural environment and the necessity to preserve the environment, its resources and adopt equitable developmental strategies.

Presentation of the Families of Situations Covered by the Syllabus

N°	Family of situations	Area-of-Living
1	Management of cosmic influences on the earth	The environment, welfare and health
2	Degradation of the natural environment and management of hazards (catastrophe)	
3	Environment and management of natural resources	
4	Exploitation and sustainable use of natural resources	Economic Life
5	The Havoc of underdevelopment	
6	Globalisation	
7	Population and occupation of space	

Summary Table of the Content of the Different Modules of the Geography Syllabus for Forms 3, 4 & 5

CYCLE	CLASS	TITLES OF MODULES (UNITS)	STATUS	DURATION (PERIODS)
First	FORM 3	Understanding and adapting to astronomical relations of the earth in the universe	Compulsory	21
		Understanding processes operating in nature and Protection from environmental hazards	Compulsory	60
		Understanding weather and climate; and adaptation to climatic excesses	Compulsory	18
	FORM 4	Understanding ecological systems and preservation of its engrained resources	Compulsory	45
		Fight against poverty and underdevelopment	Compulsory	63
	FORM 5	Fight against poverty and underdevelopment	Compulsory	41
		Preservation of our environment and its natural resources	Compulsory	11
		Management of population growth and space colonisation	Compulsory	48

PROGRAMME OF STUDY (SYLLABUS): GEOGRAPHY

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

- **Number of Periodsper Week: 3**

- **Coefficient : 3**

FORM THREE CLASS

MODULE 1

TITLE OF MODULE: Understanding and adapting to astronomical relations of the earth in the universe

NUMBER OF INSTRUCTIONAL (Teaching/ Learning) PERIODS: 21

PRESENTATION OF THE MODULE: This module highlights the relationship between the planet earth and the sun, and how this relationship influences man on a daily and seasonal basis.

CONTRIBUTION OF THE MODULE TO THE AIMS AND GOALS OF THE CURRICULUM: It enables learners develop their curiosity, sense of observation and understanding of the diurnal and seasonal variations in the world around them.

CONTRIBUTION OF THE MODULE TO THE PROGRAM OF STUDY AND TO THE AREAS-OF-LIVING: This sets the basis of explaining differences between various environments across the world on a latitudinal and longitudinal scale. It builds in the learners the ability of adapting their activities to these influences.

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	Essential Knowledge		Skills (Aptitudes)	Values & Attitudes	
Management of cosmic influences on the earth	-Full moon - New moon - Sea tides	-Adaptations to cosmic influences	-Organise activities related to the phases of the moon	The earth as a planet in the solar system	The earth as a planet of the solar system	1- The Solar System • Meaning • Composition	- Universe, - Solar System	-Define -Identify -Classify	- Curiosity - Sense of observation -Love for nature -Be proud one’s culture	- Other disciplines (biology, environmental science) -Map - Charts - School environment - Data - Resource Persons	- Observations ; - Excursions ; - Brainstorming; - Simulation ; -Analysis of Instructional materials	1
			-Arrange activities to tie appropriately with high and low tides (take advantage of changing tides)			2- Our Planet: The Earth • The size of the earth • The shape of the earth • Proofs or evidence for spherical nature as opposed to a flat form	- Planet -Earth	- Describe - Draw/sketch Shape of the earth			- Enquiry (investigation) - Exploitation of audio-visual supports, Slides, geology kit - Laboratory work.	2
			- Construct houses beyond level of high tides			Further Study 1: The Universeand Influence on the earth and its people ▪ The Universe: Meaning, composition andlinks with the planet earth ▪ The moon as satellite of the earth: The phases of the moon, impacts on the natural environment, and human socioeconomic activities						2

FORM THREE CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson (Periods)
Family of situations	Examples of Life Situations	Category ofActions	Examples of Actions	Topic	Sub-topics	Essential Knowledge		Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
						Lessons	Notions/ concepts					
Management of cosmic influences on the earth	- Extreme heat - Extreme cool - Changes in seasons -Full moon - change lengths of day and night -Differences in climatic zones	-Adaptations to cosmic influences	- Wear appropriate dresses in each season -Organise activities related to the phases of the moon -Re-organise calendar of activities in relation to changes in the length of day and night - Call at the appropriate time	The earth as a planet in the solar system	Location and time	3-Latitudes • Definition • Identification& illustration of major parallels • Characteristics • Calculation straight line distances by use of latitudes	- Geographical coordinates of a place - Latitude	- Define -Identify -Classify -Describe - Read map of Geographical Coordinates) - Draw/sketch Shape of the earth with principal imaginary Lines -Locate a place	- Curiosity - Sense of observation - Love for nature -Be proud one's culture	- Other disciplines (biology, environmental science) -Map - Charts - School environment - Data - Resource Persons	- Observations ; - Excursions ; - Brainstorming; - Simulation ; -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, Slides, geology kit - Laboratory work.	1
						4-Longitude • Definition • Identification & illustration of lines of major meridians • Characteristics • Differences between latitudes and longitudes	- Geographical coordinates of a place - Longitude				1	
						5-Great circles • Meaning • Illustrations • Importance	Great Circle				1	
						Practical Work 1: Locate a place on a map (Read geographical coordinates of a place) ▪ Theoretical basis: Revision of geographical coordinates (latitudes and longitudes) ▪ Practical Exercise: Read the coordinates of a place on a map ▪ Contextualisation with life situations: Locate Cameroon on map of Africa& also some towns of their region on a map of Cameroon.						1
						6- Local time + Meaning + Changes of local time in relation to Longitude	Time	Same as in the lessons above	Same as in the lessons above	Same as in the lessons above	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	Sub-topics	Lessons	Notions/ concepts	Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods & Techniques	
Management of cosmic influences on the earth	- Extreme heat - Extreme cool - Changes in seasons - Full moon - change lengths of day and night - Differences in climatic zones	- Adaptations to cosmic influences	- Wear appropriate dresses in each season - Organise activities related to the phases of the moon - Re-organise calendar of activities in relation to changes in the length of day and night - Call at the appropriate time	The earth as a planet in the solar system	Location and time	7-Standard Time + Meaning + Illustrations + Reasons for Time zones + Why some countries have many time zones	Time	- Define - Identify - Classify - Describe - Read map of Geographical Coordinates) - Draw/sketch Shape of the earth with principal imaginary Lines - Locate a place	- Curiosity - Sense of observation - Love for nature - Be proud one's culture	- Other disciplines (biology, environmental science) - Map - Charts - School environment - Data - Resource Persons	- Observations ; - Excursions ; - Brainstorming; - Simulation ; - Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, Slides, geology kit - Laboratory work.	1
						8- The International Date Line (IDL) • Meaning • Illustration IDL & change in dates	Date					1
						Practical Work 2: Calculation of time and date ❖ Sun time (Local Time) • Calculation of local time from longitude • Calculation of longitude from local time ❖ Standard Time from Standard Time Zones • Reading of time zones and calculation of time differences from standard time zones ❖ Calculation of time on places across the International Date Line and change in date • Calculate time across the International Date Line • Determination of dates on opposite sides of the International Date Line						2
						9- Rotation of the earth • Meaning and illustration • The Effects + Sunrise & sunset + Night & day + Deflection of winds & ocean currents + Coastal Tides	- Rotation - Axis of the earth	Define - Identify - Classify - Describe - Draw/ sketch and interpret diagrams on rotation of the earth and their effects	Same as in the lessons above	Same as in the lessons above	Same as in the lessons above	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	
Management of cosmic influences on the earth	- Extreme heat - Extreme cool - Changes in seasons -Changes in the phases of the moon - change lengths of day and night -Sea tides	- Adaptations to cosmic influences	Wear appropriate dresses in each season -Organise activities related to the phases of the moon -Re-organise calendar of activities in relation to changes in the length of day and night -Arrange activities to tie appropriately with high and low tides (take advantage of changing tides) - Construct houses beyond level of high tides	The earth as a planet in the solar system	Rotation and revolution of the Earth	10 - Revolution of the earth	Revolution - Equinox - Solstice -Orbit of the earth	Define -Identify -Classify -Describe -Draw/sketch diagrams on revolution of the earth and their effects - Interpret diagrams on rotation and revolution of the earth and their effects	- Curiosity - Sense of observation -Love for nature -Be proud one's culture	- Other disciplines (biology, environmental science) -Map - Charts - School environment - Data - Resource Persons	- Observations ; - Excursions ; - Brainstorming; - Simulation ; -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, Slides, geology kit - Laboratory work.	1
						11- The Effects						2

FORM THREE CLASS

MODULE 2

TITLE OF MODULE: Understanding processes operating in nature and Protection from environmental hazards

NUMBER OF INSTRUCTIONAL (Teaching/ Learning) PERIODS: 60

PRESENTATION OF THE MODULE: This module exposes the various earth-building processes, their resultant landforms, the resources and hazards they present and the various ways man uses to manage these effects.

CONTRIBUTION OF THE MODULE TO THE AIMS AND GOALS OF THE CURRICULUM: It enhances the development of curiosity and sense of observation of various geomorphic landscapes by learners and how to cope with Geohazards in the world.

CONTRIBUTION OF THE MODULE TO THE PROGRAM OF STUDY AND TO THE AREAS-OF-LIVING: It creates in the learners awareness as to how the earth's present configuration and structure came about and the appropriate actions to be taken so as to live in harmony with these geomorphic processes.

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					
Degradation of the natural environment and management of hazards (catastrophe)	- Earthquakes -Volcanic Eruptions -Landslides -Soil creep -Scarcity of good building materials	-Adaptation to various environments -Adaptation to and mitigation of hazards	- build houses following regulations -Reforest and afforest -Avoid seismic and volcanic areas -Use stones to build houses	The Structure of the earth, Building processes and impacts on man	Structure of the earth	12- The Internal structure of the earth - The main layers of the earth - The internal structure of the earth	Earth’s Structure	-Define -Identify -Classify -Describe -Draw/ Sketch diagrams and maps -Interpret diagrams and maps	- Curiosity - Sense of observation -Love for nature	- Other disciplines (biology, environmental science) -Map - Charts - School environment - Data - Resource Persons	- Observations ; - Excursions ; -Brainstorming; - Simulation ; -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, Slides, geology kit - Laboratory work.	1
						13- Rocks - Definition - Classification according to origin (Igneous, sedimentary, metamorphic rocks) giving main examples. - Describe formation of each - The Rock Cycle	Rock					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	
		Lessons	Notions/ concepts									
Degradation of the natural environment and management of hazards (catastrophe)	-Earthquakes -Volcanic Eruptions -Landslides -Soil creep -Collapse of buildings due to earth tremors	-Adaptation to various environments -Adaptation to and mitigation of hazards	- Build houses following regulations -Reforest and afforest -Avoid seismic and volcanic areas	The Structure of the earth, Building processes and impacts on man	Structure of the earth	14- The theories of the Earth’s structure: CONTINENTAL DRIFT • Main Idea • Illustration of drifting • Evidence	Continental Drift	-Define -Identify -Classify -Describe -Draw/ Sketch diagrams and maps -Interpret diagrams and maps	- Curiosity - Sense of observation -Love for nature - Empathy -Sense of care -Consciousness of hazards	- Other disciplines (biology, environmental science) -Map - Charts - School environment - Data - Resource Persons	- Observations ; - Excursions ; -Brainstorming; - Simulation ; -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, Slides, geology kit - Laboratory work.	1
						15-Plate Tectonics • Definition • Main Ideas (Geometric & kinetic) • Plates and Plate margins & main landforms	- Plate Tectonics - Plates					1
					Volcanoes and people	16- Volcanoes • Definition & Origin • Types of volcanoes • Processes & general structure of a volcano	Volcanicity					1
						17- Features Of Volcanicity • Intrusive Features (Dykes, sills, laccoliths, lopoliths, phacoliths, batholiths, volcanic spine or plug) NB: Illustrate them on a generalised diagram. No descriptions or formation	Intrusive Features					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	Essential Knowledge				Skills (Aptitudes)	Values & Attitudes	
		Topic	Sub-topics			Lessons	Notions/ concepts					
Degradation of the natural environment and management of hazards (catastrophe)	-Earthquakes -Volcanic Eruptions -Landslides - Soil creep -Collapse of buildings due to earth tremors	-Adaptation to various environments -Adaptation to and mitigation of hazards	- Build houses following regulations -Reforest and afforest -Avoid seismic and volcanic areas	The Structure of the earth, Building processes and impacts on man	Volcanoes and people	19-Extrusive Features + Lava cones + Ash and Cinder Cones + Composite Cones + Craters and Calderas + Volcanic Mountains - Impact of volcanicity on man	Extrusive Features	-Define -Identify -Classify -Describe -Draw/ Sketch diagrams and maps -Interpret diagrams and maps	- Curiosity - Sense of observation -Love for nature - Empathy -Sense of care - Consciousness of hazards	- Other disciplines (biology, environmental science) -Map - Charts - School environment - Data - Resource Persons	- Observations ; - Excursions ; -Brainstorming; - Simulation ; -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, Slides, geology kit - Laboratory work.	2
						20- Impact of volcanicity on man • Volcanic Hazards • Importance of volcanoes Adaptation, mitigation and preventive measures	- Resources - Hazards					1
					Seismic activities and man	21- Tectonism • Definition • Tension & compressional forces • Main processes (folding & faulting)	Tectonism					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	Sub-topics	Essential Knowledge		Skills (Aptitudes)	Values & Attitudes	
		Lessons	Notions/ concepts									
Degradation of the natural environment and management of hazards (catastrophe)	-Earthquakes	-Adaptation to various environments -Adaptation to and mitigation of hazards	- Build houses following regulations -Reforest and afforest -Avoid seismic and volcanic areas	The Structure of the earth, Building processes and impacts on man	Seismic activities and man	22 - Folding • Meaning • Illustration • Main types of folds • Major Landform of folding (Fold Mountains) NB: No detailed explanations	Folding	-Define -Identify -Classify -Describe -Draw/ Sketch diagrams and maps -Interpret diagrams and maps	- Curiosity - Sense of observation -Love for nature - Empathy -Sense of care - Consciousnes s of hazards	- Other disciplines (biology, environmental science) -Map - Charts - School environment - Data - Resource Persons	- Observations ; - Excursions ; - Brainstorming; - Simulation ; -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, Slides, geology kit - Laboratory work.	2
	-Volcanic Eruptions					23 - Faulting • Meaning • Illustration • Main types of faults (Normal, Reverse, Tear) Major Landform of faulting (Escarpments, block Mountains & Rift Valleys)	Faulting					2
	-Landslides					24-Earthquakes (Seismicity) • Definition • Structure • causes	Earthquakes					1
	- Soil creep					25- Impact of Earthquakes on man • Earthquake hazards (effects) with reference to tsunamis & landslides • Adaptation and mitigation preventive) measures	- Earthquakes - Resources - Hazards					1
	-Collapse of buildings due to earth tremors					Practical Work 3: Volcanic Landscapes and Rocks Theoretical Basis: Review of rocks and volcanicity Practical Exercise: Field Observations of a landscape near the school for identification of rock types and some extrusive and exposed intrusive volcanic landforms						

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	
Degradation of the natural environment and management of hazards (catastrophe)	- Destruction by forces of weather -Destruction of buildings by plants -Wearing of foundations, tombs and monuments -Soil creeps - Landslides	-Adaptation to various environments -Adaptation to and mitigation of hazards	-Plant appropriate ornamental trees - Build houses following regulations - Build stone walls around the buildings along the coast -Reforest and afforest - Construct tombs and monuments with durable materials - Repair tombs and monuments regularly	Denudational processes, landforms & Impacts on Man	Weathering Processes and impacts on man	26 - Denudation or Degradation • Definition • Major processes of denudation (weathering, mass wasting & erosion) • Transportation & deposition (meaning and processes)	Denudation Degradation Weathering	--Define -Identify -Classify -Describe -Draw/ Sketch diagrams and maps -Interpret diagrams and maps	- Curiosity - Sense of observation -Love for nature - Empathy -Sense of care - Consciousness of hazards	- Other disciplines (biology, environmental science) -Map - Charts - School environment - Data - Resource Persons	- Observations ; - Excursions ; -Brainstorming; - Simulation ; -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, Slides, geology kit - Laboratory work.	1
						27 - Weathering • Definition • Types (physical; chemical & biological) • General factors of weathering (Climate, rock characteristics, vegetation, time, human activities)	weathering					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	Sub-topics	Essential Knowledge		Skills (Aptitudes)	Values & Attitudes		Other Resources	Methods& Techniques							
Degradation of the natural environment and management of hazards (catastrophe)	- Destruction by forces of weather -Destruction of buildings by plants -Wearing of foundations, tombs and monuments -Soil creeps - Landslides	-Adaptation to various environments -Adaptation to and mitigation of hazards	-Plant appropriate ornamental trees - Build houses following regulations - Build stone walls around the buildings along the coast -Reforest and afforest - Construct tombs and monuments with durable materials - Repair tombs and monuments regularly	Denudational processes, landforms & Impacts on Man	Weathering Processes: The Products and impacts on man	28-Weathering Processes& Products • Physical (Mechanical) Weathering + Thermal Shattering (Temperature changes) + Frost Shattering (Frost Action) +Alternate wetting & drying (Slaking) + Pressure unloading + Physically induced biological weathering	Physical Weathering	-Define -Identify -Classify -Describe -Draw/ Sketch diagrams and maps -Interpret diagrams and maps	- Curiosity - Sense of observation -Love for nature - Empathy -Sense of care - Consciousness of hazards	- Other disciplines (biology, environmental science) -Map - Charts - School environment - Data - Resource Persons	- Observations ; - Excursions ; -Brainstorming; - Simulation ; -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, Slides, geology kit - Laboratory work.	2									
						29-Chemical Processes + Solution; + carbonation, + hydrolysis; + Oxidation; + Hydration +Chemically Induced Biological Weathering)	Chemical Weathering					1									
						Further Study 2:-Impacts of Weathering on the Environment ▪ Impacts of weathering on the natural environment ▪ Impacts of weathering on the human environment											1				
						Guided or Directed Work 1: Wittering in our Locality ▪ Enquiry and investigation of some effects of weathering in their vicinity ▪ Restitution in class											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										
Degradation of the natural environment and management of hazards (catastrophe)	-Landslides	-Adaptation to various environments -Adaptation to and mitigation of hazards	-Plant trees - Create and pave drains, - Fill in pot holes on road surfaces	Denudational processes, landforms & Impacts on Man	Erosional and depositional processes and landforms	30-Erosional and depositional processes and features produced • Main agents or types of erosion • Major processes of erosion • Major processes of Transportation • Main Process of deposition	-Erosion -Transportation -Deposition	-Define -Identify -Classify -Describe -Draw/ Sketch diagrams and maps -Interpret diagrams and maps	- Curiosity - Sense of observation -Love for nature - Empathy -Sense of care - Consciousness of hazards	- Other disciplines (biology, environmental science) -Map - Charts - School environment - Data - Resource Persons	- Observations ; - Excursions ; -Brainstorming; - Simulation ; -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, Slides, geology kit - Laboratory work.	2					
	-Soil creep				Rain water action on Limestone landscape (Karst Topography) and impacts on man	31- The Limestone Area • General characteristics of limestone regions • General features + Surface + Underground	- Karst Topography -Limestone					2					
	- Gullies on the landscape					32-Man in the limestone Areas • Importance of limestone areas • Problems of limestone regions • Adaptations	-Resource - Hazard					1					
	-Potholes on road surfaces					Further Study 3: Rain water action in Tropical Areas ▪ Various processes of rain water erosion (sheet, rill and gully) ▪ Effects of rain water erosion on the natural landscape in tropical areas ▪ Effects of rain water erosion on the human landscape in tropical areas							1				
	- Soil Erosion																

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					
Degradation of the natural environment and management of hazards (catastrophe)	-Floods - Occurrence of waterfalls - Destruction by waves -Non- navigability of some courses of rivers -Collapse of river banks -Meandering along river courses - Ox bow lakes -Siltling of drains and river beds	-Adaptation to various environments -Adaptation and mitigation of hazards	-Plant trees along river banks -Clear vegetation and silt from drains and river beds - straighten river channels -Raise and reinforce river banks - Carry out farming and fishing in flood plains	Denudational processes, landforms & Impacts on Man	The work of rivers on the landscape and impacts on man	33-Running water (Action of Rivers on the landscape) • The long profile of a river (Define, illustrate and with dominant features at each stage) How a river carves out its valley (vertical, lateral and head ward erosion processes)	- Running water - Long Profile of a river	-Define -Identify -Classify -Describe -Draw/ Sketch diagrams and maps -Interpret diagrams and maps	- Curiosity - Sense of observation -Love for nature - Empathy -Sense of care - Consciousness of hazards	- Other disciplines (biology, environmental science) -Map - Charts - School environment - Data - Resource Persons	- Observations ; - Excursions ; -Brainstorming; - Simulation ; -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, Slides, geology kit - Laboratory work.	2
						34-Upper Course (Youthful or Mountain Stage) • Erosional Processes • Features produced	- Upper Course of a river -Erosional Features					2
						35-Middle Course (Maturity or Valley Stage) • Main Processes • Features produced	- Middle Course of a river -Erosional Features -Depositional Features					2
						36-Lower Course (Old or Plain Stage) • Main Processes • Features produced	-Lower Course of a river -Depositional Features					3
						37-Man and flood plain interactions • Importance of rivers & flood plains to man • Problems of living in flood plains • Solutions of living in the flood plains	- Flood plain -Resource -Hazard					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					
Degradation of the natural environment and management of hazards (catastrophe)	-Floods - Destruction by waves -Wearing of foundations, fences and houses along the coast -Landslides -Soil creep -Salt incursion in water sources - Water stresses or scarcity due to salt water incursions	-Adaptation to various environments -Adaptation and mitigation of hazards	-Plant trees - Build houses following regulations -Build stone lines and sandbanks along the coast - Build stone walls around the buildings along the coast - Use water rationally	Denudation al processes, landforms & Impacts on Man	Wave action along the coast and impact on man	38-Wave action in coastal areas • Meaning • Characteristics of waves	- Wave - Long shore drift	-Define -Identify -Classify -Describe -Draw/ Sketch diagrams and maps -Interpret diagrams and maps	- Curiosity - Sense of observation -Love for nature - Empathy -Sense of care - Consciousness of hazards	- Other disciplines (biology, environmental science) -Map - Charts - School environment - Data - Resource Persons	- Observations ; - Excursions ; -Brainstorming; - Simulation ; -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, Slides, geology kit - Laboratory work.	1
						39-Main Erosional features of Wave Action • Major Erosional Processes • Erosional Features	Erosional Features					2
						40-Main Depositional features of Wave Action • Major depositional Processes • Depositional Features	Depositional Features					2
						41-Impacts of wave action on human development along the coastal • Importance of coasts • Coastal Hazards • Coastal Management strategies	-Resource -Hazard					1
						Practical Work 4: Investigating Coastal Processes and effects ▪ Observation of breaking waves to observe processes of swash, backwash and long shore drift ▪ Identification of coastal features (erosional and depositional) ▪ Identification of some effects of waves on human features ▪ Identification of some measures of coastal protection against waves Note:(i) For schools in coastal areas this should be handled as a Field Observation Exercise (ii) For schools in other localities, it could be handled as a FURTHER STUDY						

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					
Degradation of the natural environment and management of hazards (catastrophe)	- Flash Floods -Droughts -Landslides -Soil creep -Avalanche - Storms - Extreme heat - Extreme cool - Water stresses or scarcity	-Adaptation to various environments -Adaptation and mitigation of hazards	- Build houses following regulations -Reforest and afforest -Avoid settling in valleys and areas with very steep slopes - Build stone and plant treelines around houses -Wear appropriat e clothes -Dig wells and boreholes - Use water rationally	Denudational processes, landforms & Impacts on Man	Hot Desert Landscapes : Wind Action and human adaptation	42-Desert landscapes • Location of hot deserts on a world map • Reasons for occurrence of hot deserts	-Desert	-Define -Identify -Classify -Describe -Draw/ Sketch diagrams and maps -Interpret diagrams and maps	- Curiosity - Sense of observation -Love for nature - Empathy -Sense of care - Consciousness of hazards	- Other disciplines (biology, environmental science) -Map - Charts - School environment - Data - Resource Persons	- Observations ; - Excursions ; -Brainstorming; - Simulation ; -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, Slides, geology kit - Laboratory work.	1
						43-Erosional features of wind Action • Main processes • Erosional Features	Erosional features					2
						44-Depositional features of wind Action • Main processes • Erosional Features	Depositional Features					1
						45-Man in the hot desert Environments • Resources, • challenges • Adaptations	-Resource -Hazard					1
					The work of Glaciers on the landscape and impacts on man	46-Glaciation • Definition • Types of glaciers • Main Erosional Processes • Products of glaciers • Erosional Features • Depositional Features	-Glaciation - Erosional Features -Depositional Features					2
						47-Glaciers and man • Importance • Challenges(Geohazards in glaciated areas) • Adaptations and Mitigations	- Resource -Hazard					1
					Lakes and man	Further Study 4: Lakes • Definition and classification • Importance of lakes to man • Harmful effects of lakes to man with reference to some examples in Cameroon						

FORM THREE CLASS

MODULE 3

TITLE OF MODULE: Understanding weather and climate; and adaptation to climatic excesses

NUMBER OF INSTRUCTIONAL (Teaching/ Learning) PERIODS: 18

PRESENTATION OF THE MODULE: This module exposes the learners to various weather making processes, how these processes determine climate; and how their excesses and deficits influence man either as a resource or a hazard. It highlights also, the various ways by which man can cope with (adapt to) and/or reduce (mitigate) their effects.

CONTRIBUTION OF THE MODULE TO THE AIMS AND GOALS OF THE CURRICULUM: It builds in the learners the capacity to manipulate basic weather instruments and climatic data; and arms them with a better understanding of the operation of environmental processes and effects on man.

CONTRIBUTION OF THE MODULE TO THE PROGRAM OF STUDY AND TO THE AREAS-OF-LIVING: It enhances the sense and curiosity and a sense of observation in the learners in relation to the benefits and constraints of basic weather and climatic processes in the world around them; and the appropriate actions that should be taken to adapt to and mitigate them.

Contextual framework		Competent Acting or 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	
Degradation of the natural environment and management of hazards (catastrophe)	-Droughts - Water stresses or scarcity - Storms -Floods - Extreme heat - Extreme cool	-Adaptation to various environments -Adaptation to and mitigation of hazards	-Dig wells and boreholes - Use water rationally - Build houses following regulations -Reforest and afforest - Create drains, terraces etc. -Construct dykes - Wear appropriate clothes	The earth-Atmosphere system	The Atmosphere	48-The Atmosphere - Definition - Structure (main layers only) - Thermal Structure in the troposphere & stratosphere	Atmosphere - Ozone Layer Atmosphere	- Define - Identify - Draw/ Sketch - Read weather Instruments; rainfall and temperature graphs; weather and climatic maps	- Consciousness of environmental problems -Respect and Love for nature - Curiosity -Sense of observation	Other disciplines (biology, environmental science) -Map - School environment - climatic data -Meteorological stations (Globe centre and other)	- Observations - Excursions -Brainstorming - Simulation -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, slides, geology kit, Laboratory work.	1
					Measurement of weather elements	49-Weather and Climate - Definition of weather & climate - Classification of Weather elements, instruments & measurements ; their isolines (lines of equality)	- Weather - Weather Instruments					1

FORM THREE CLASS

Contextual framework		Competent Acting or 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					
Degradation of the natural environment and management of hazards (catastrophe)	-Droughts - Water stresses or scarcity - Storms -Floods - Extreme heat - Extreme cool	-Adaptation to various environments -Adaptation to and mitigation of hazards	-Dig wells and boreholes - Use water rationally - Build houses following regulations -Reforest and afforest - Create drains, terraces etc. -Construct dykes - Wear appropriate clothes	The earth- Atmosphere system	Measurement of weather elements	50-Weather Elements • Air Temperature + Temperature Calculation mean (daily, monthly & annual) and ranges of temperature + Measurement with simple thermometer Presentation with isotherm	Temperature	- Define - Identify - Draw/ Sketch - Read weather Instruments; rainfall and temperature graphs; weather and climatic maps	Consciousness of environmental problems -Respect and Love for nature - Curiosity -Sense of observation	Other disciplines (biology, environmental science) -Map - School environment - climatic data -Meteorological stations (Globe centre and other)	- Observations - Excursions -Brainstorming - Simulation -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, slides, geology kit , Laboratory work.	2
						51- Weather Elements • Rainfall Totals • Atmospheric Humidity • Wind Direction • Wind Speed • Atmospheric Pressure • Amount of Sunshine	Weather Instruments					3
					Forms of condensation	52-Condensation • Meaning • Clouds & their classification • Contrails Fog & Mist	Condensation					1
						53-Precipitation • Definition • Types of precipitation • Types of Rainfall	Precipitation					2

FORM THREE CLASS

Contextual framework		Competent Acting or Functioning		Resources								Duration of Lesson (Periods)
Family of situations	Examples of Life Situations			Category of Actions	Examples of Actions	Essential Knowledge			Notions/ Concepts	Skills (Aptitudes)	Values (Attitudes)	
		Topic	Sub-topics			Lessons						
Degradation of the natural environment and management of hazards (catastrophe)	-Droughts - Water stresses or scarcity - Storms -Floods - Extreme heat - Extreme cool	-Adaptation to various environments -Adaptation to and mitigation of hazards	-Dig wells and boreholes - Use water rationally - Build houses following regulations -Reforest and afforest - Create drains, terraces etc. -Construct dykes - Wear appropriate clothes	The earth- Atmosphere system	Pressure and Winds	54-Planetary distribution of pressure belts and winds • Meaning of pressure • Pressure Belts • Meaning of winds • Planetary or prevailing winds	-Pressure -Wind	- Define - Identify - Draw/ Sketch - Read weather Instruments; rainfall and temperature graphs; weather and climatic maps	- Consciousness of environmental problems -Respect and Love for nature - Curiosity -Sense of observation	- Other disciplines (biology, environmental science) -Map - School environment - Climatic data -Meteorological Stations (Globe Centre and others)	- Observations - Excursions -Brainstorming - Simulation -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, slides, geology kit , Laboratory work.	1
						55-Local winds • Definition • Types (Land and sea breezes; Monsoon mountain and valley winds are winds on a large scale)	Local wind					1
					Basic notions of climate	56-Factors affecting elements of weather and climate (notably temperature & rainfall)	Weather and climate					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	Essential Knowledge				Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
				Topic	Sub-topics	Lessons	Notions/ concepts					
Degradation of the natural environment and management of hazards (catastrophe)	-Droughts - Water stresses or scarcity - Storms -Floods - Extreme heat - Extreme cool	-Adaptation to various environments -Adaptation to and mitigation of hazards	-Dig wells and boreholes - Use water rationally	Circulation of water in nature	The Hydrological Cycle	57- The Hydrological cycle • Meaning • The major sources of water • Diagram of cycle at thedrainage basin • Major components	-Hydrological Cycle - Drainage basin	- Define - Identify -Classify - Draw/ Sketch - Read weather Instruments; rainfall and temperature graphs; weather/ climate and hydrological maps	- Consciousness of environmental problems -Respect and Love for nature - Curiosity -Sense of observation -Empathy	- Other disciplines (biology, environmental science) - Map - School environment - Climatic data - Meteorological Stations (Globe Centre and others)	- Observations - Excursions -Brainstorming - Simulation -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, slides, geology kit , Laboratory work.	1
			- Build houses following regulations	Management of climate and hydrological related hazards	Hydro-climatic hazards	58-Global warming • Meaning • Causes • Consequences • Adaptations & Mitigations	-Climate variability -Global warming					1
			-Reforest and afforest			59-Floods, Droughts and desertification • Meaning • Causes • Consequences • Adaptation & Mitigations	-Floods - Droughts -Desertification					1
			- Create drains, terraces etc.			60-Water scarcity • Meaning • The occurrence • Consequences • Water conservation methods	-Water scarcity -Water conservation					1
			- Construct dykes - Wear appropriate clothes			Guided or Directed Work 2: Problems of potable water in our communities and solutions ▪ Enquiry and observation of manifestation of problems and the likely causes ▪ Enquiry into attempted solutions in their locality ▪ Restitution in class						1

FORM FOUR CLASS

MODULE I

TITLE OF MODULE (UNIT): Understanding Ecological Systems and Preservation of its engrained resources

NUMBER OF INSTRUCTIONAL (Teaching/ Learning) PERIODS: 45

PRESENTATION OF THE MODULE: This module exposes how the various components of the environment function as a system, their importance to life on earth. It also presents how man exploits its resources and the problems caused by this man-nature interaction and actions that can solve them and ensure a healthy co-existence between the two. There is also initiation to skills of map analysis.

CONTRIBUTION OF THE MODULE TO THE AIMS AND GOALS OF THE CURRICULUM: This module enhances in the learners curiosity about and sense of observation of the world around them and development of the love for nature.

CONTRIBUTION OF THE MODULE TO THE PROGRAM OF STUDY AND TO THE AREAS-OF-LIVING: This module exposes the learners to the world of ecological systems and their resources. Furthermore, it enables the learners to adopt actions that can improve on their livelihoods through resource exploitation and also preserve the health of the environment.

DIAGNOSTIC EVALUATION: Evaluation of knowledge acquired in previous class												2 Periods
Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson (Periods)
Family of situations	Examples of Life Situations			Essential Knowledge				Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
		Topic	Sub-topics	Lessons	Notions/ concepts							
Environment and management of natural resources	-Soil erosion - Loss of soil fertility - Deforestation	Sustainable management natural resources	-Plant trees - Practice Organic farming	Conserve world’s Biomes and resources	The soil	1-Concept of the Soil • Definition • Constituents or components • The soil system	-Soil -Soil properties	- Define - Identify -Classify - Draw/Sketch - Read soil and vegetation maps	- Respect and Love for nature - Curiosity - Sense of observation	- Other disciplines (biology, environmental science) - Map - School environment - Climatic data - Meteorological Stations (Globe Centre and others)	- Observations - Excursions -Brainstorming - Simulation -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, slides, geology kit / Laboratory work.	1
						2-Soil characteristics • Meaning • Major properties (texture, structure, depth and fertility)	- Soil properties				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	Essential Knowledge				Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques			
				Topic	Sub-topics	Lessons	Notions/ concepts							
Environment and management of natural resources	-Deforestation - Overexploitation of resources -Soil erosion -Extinction of species -Extreme heat -Erratic precession of seasons -Capricious weather -Floods -Scarcity of water -Desertification and droughts	Sustainable management natural resources -Adaptation to various biogeographical zones	-Plant trees - Practice Organic farming -Use resources rationally - Irrigate -Build terraces, drains -Plant trees - Create terraces -Use water rationally -Respect building regulations	Conserve world's Biomes and resources	The Soil	3-Soil formation - Stages in soil development - Factors of soil formation - A simple soil profile	-Soil formation	- Define - Identify -Classify - Draw/Sketch - Read soil and vegetation maps	- Consciousness of environmental problems - Respect and Love for nature - Curiosity - Sense of observation	- Other disciplines (biology, environmental science) - Map - School environment - Climatic data - Meteorological Stations (Globe Centre and others)	- Observations - Excursions -Brainstorming - Simulation -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, slides, geology kit , Laboratory work.	1		
						4-Soil Erosion - Meaning & types - Causes	Soil Erosion					1		
						5-Soil Conservation - Meaning - Measures	Soil Conservation					1		
				Conserve world's Biomes and resources	The ecosystem	6-The Ecosystem - Definition - Components of ecosystems - Characteristics with notion of equilibrium	Ecosystem					- Energy -Trophic Level	Nutrient Cycle	2
						7-Functioning of ecosystems: - Energy flow (food chains & food webs) - Trophic Levels								
						8-Material cycling - Meaning of nutrients & nutrient cycles - Classification of ecosystem nutrients (macro & micro) - The carbon cycle as an example of biogeochemical cycles								

FORM FOUR 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					
Environment and management of natural resources	-Deforestation - Overexploitation of resources -Soil erosion -Extinction of species -Extreme heat -Erratic precession of seasons -Capricious weather -Floods -Scarcity of water -Desertification and droughts	Sustainable management natural resources -Adaptation to various biogeographical zones	-Plant trees - Practice Organic farming -Use resources rationally - Irrigate -Build terraces, drains -Plant trees - Create terraces -Use water rationally -Respect building regulations	Conserve world’s Biomes and resources	Tropical biomes and their significance	9-Tropical Rainforest (Selvas) Biome • Location; Characteristics (climate, vegetation, soils, animal life) • Human Activities	Tropical Rainforest	- Define - Identify -Classify - Draw/ Sketch - Read soil and vegetation maps	- Consciousness of environmental problems - Respect and Love for nature - Curiosity - Sense of observation	- Other disciplines (biology, environmental science) - Map - School environment - Climatic data - Meteorological Stations (Globe Centre and others)	- Observations - Excursions - Brainstorming - Simulation -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, slides, geology kit , Laboratory work.	2
						10-Tropical Wet and dry (Savannah) Biome • Location; Characteristics (climate, vegetation, soils, animal life) • Human Activities	Savannah					2
						11-Tropical Monsoon Biome • Location; Characteristics (climate, vegetation, soils, animal life) • Human Activities	Monsoon					2
						12-Tropical dry (Hot deserts) Biome • Location; Characteristics (climate, vegetation, soils, animal life) • Human Activities	Hot deserts					2
					Temperate biomes and their significance	13-Mediterranean Biome • Location, Characteristics (climate, vegetation, soils, animal life) • Human Activities	Mediterranean Biome					1
						14-Steppe Biome • Location; Characteristics (climate, vegetation, soils, animal life)	Steppe Biome					1
						15-Boreal (Taiga) Biome • Location; Characteristics (climate, vegetation, soils, animal life)	Boreal Biome					1

FORM FOUR 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					
Environment and management of natural resources	-Deforestation - Overexploitation of resources -Soil erosion -Extinction of species -Extreme heat -Erratic precession of seasons -Capricious weather -Floods -Scarcity of water -Desertification and droughts	Sustainable management natural resources -Adaptation to various biogeographical zones	-Plant trees - Practice Organic farming -Use resources rationally - Irrigate -Build terraces, drains -Plant trees - Create terraces -Use water rationally -Respect building regulations	The Physical Geography of Cameroon	Background of Cameroon	16-Situation of Cameroon • Location &Size • Brief History	Cameroon	- Define - Identify -Classify - Draw/ Sketch - Read soil and vegetation maps	- Consciousness of environmental problems - Respect and Love for nature - Curiosity - Sense of observation	- Other disciplines (biology, environmental science) - Map - School environment - Climatic data - Meteorological Stations (Globe Centre and others)	- Observations - Excursions -Brainstorming -Simulation -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, slides, geology kit, Laboratory work.	1
						17-Administrative Setup + Region of Cameroon + The divisions of region in which the school is located +The subdivisions of the division in which their school is located	-Regions -Divisions - Subdivisions					1
					The biogeographic zones of Cameroon	18-Relief • Locate main relief units • Main Relief characteristics	Relief					1
						19-Drainage • Principal Watersheds • Main drainage basins • Main drainage characteristics	Drainage					1
						Practical Work 1: Relief and drainage maps of Cameroon Theoretical basis: Revision of relief and drainage of Cameroon Practical Exercise: With the aid of a base map, sketch and label the following: ▪ Main relief units of Cameroon ▪ The main watersheds and drainage basins ▪ Principal rivers of the drainage basin Contextualisation with life situations: Identify the main relief units, watersheds of their locality.						1

FORM FOUR CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson (Periods)						
Family of situations	Examples of Life Situations			Essential Knowledge				Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques							
		Topic	Sub-topics	Lessons	Notions/ concepts													
Environment and management of natural resources	-Deforestation - Overexploitation of resources -Soil erosion -Extinction of species -Extreme heat -Erratic precession of seasons -Capricious weather -Floods -Scarcity of water -Desertification and droughts	Sustainable management natural resources -Adaptation to various biogeographi cal zones	-Plant trees - Practice Organic farming -Use resources rationally - Irrigate -Build terraces, drains -Plant trees - Create terraces -Use water rationally -Respect building regulations	The Physical Geography of Cameroon	The biogeographic characteristics of Cameroon	20-Climate • Identification & location of main types • The main characteristics of the climatic types • Factors of Climate in Cameroon	Climate	- Define - Identify -Classify - Draw/ Sketch map of Cameroon on various aspects - Read maps of Cameroon on various aspects	- Consciousness of environmental problems - Respect and Love for nature - Curiosity - Sense of observation	- Other disciplines (biology, environmental science) - Map - School environment	- Observations - Excursions -Brainstorming - Simulation -Analysis of Instructional materials - Enquiry (investigation)	1						
						21-Vegetation • Identification & location of main types • The main characteristics of each type	Vegetation					1						
						22-Soil • Identification & location of main soil types • The main characteristics of each type	Soil					1						
						Practical Work 2: Climate, Vegetation and Soil Maps of Cameroon + Sketching of simple distribution maps + Construction and interpretation of a climograph of a weather station in their locality								1				
						Further Study 1: The biogeographic Regions of Cameroon + Description of main characteristics + Main human activities								1				

FORM FOUR 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						
Environment and management of natural resources	-Deforestation - Overexploitation n of resources -Soil erosion -Extinction of species -Extreme heat -Erratic precession of seasons -Capricious weather -Floods -Scarcity of water -Desertification and droughts	Sustainable management natural resources -Adaptation to various biogeographica l zones	-Plant trees - Practice Organic farming -Use resources rationally - Irrigate -Build terraces, drains -Plant trees - Create terraces -Use water rationally -Respect building regulations	Initiation to map Analysis	Map Reading	Practical Work 3: Basic Principles of map analysis • Definition of a Map & Map Reading & Interpretation • Marginal Information & Importance							1
						Practical Work 4:Conventional signs & symbols • Meaning • what they represent • Significance of Colours							1
						Practical Work 5: Gridlines and locational references • Meaning& presentation of gridlines (Eastings& northings) • Locational References + Four-Figures Grid (Areas) Locational References + Six-Figures Grid (Points)							1
						Practical Work 6:Directions on maps • Compass Directions • Bearings							1
						Practical Work 7: Scales and Map Measurements • Meaning of scale • Ways of expressing the scale(ratio, representative fraction, linear & statement) • Linear Measurements + Straight line distances + Curved (winding) distances (routes & rivers) • Areal Measurements + Regular surfaces (rectangles, squares etc.) + Irregular surfaces (Settlements, islands, vegetation units, water bodies etc.)							3
						Practical Work 8: Map copying, reduction and enlargement							2
					Map Interpretation	Practical Work 9: Interpreting Relief forms from maps + Ways of representation of relief on map + Principles of contours + Identification of landforms from contours							1
						Practical Work 10: Calculation of gradient& cross section drawing from maps							2
						Practical Work 11: Description of relief and sketching of relief areas from maps							1
						Practical Work 12: Description of Drainage on maps							1

FORM FOUR CLASS

MODULE II

TITLE OF MODULE (UNIT): Fight against poverty and underdevelopment

NUMBER OF INSTRUCTIONAL (Teaching/ Learning) PERIODS: 63

PRESENTATION OF THE MODULE: This module highlights the process of development, the various challenges to development, the root causes of underdevelopment and poverty, and the various strategies to fight underdevelopment and poverty through sustainable exploitation of primary resources and management of energy resources and manufacturing industries with specific focus on the economic development potentials of Cameroon. There is also initiation to map analysis.

CONTRIBUTION OF THE MODULE TO THE AIMS AND GOALS OF THE CURRICULUM: This module enables learners to be aware of the inequalities in the world around them and arms them with the appropriate actions that should be taken in order to come out of the vicious circle of underdevelopment and the poverty trap and reduce these socioeconomic inequalities.

CONTRIBUTION OF THE MODULE TO THE PROGRAM OF STUDY AND TO THE AREAS-OF-LIVING: This module exposes that in the man-environment interactions numerous inequalities arise. There is therefore need to consider others in our decisions if these contrasts in development must be narrowed and the environment and its resources preserved.

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 Havoc of under-development	-Water stress - Malnourishment -Piracy Urbanisation -Urban problems -unemployment and under-employment Corruption and poor governance -Epidemics -Backwardness	- Good governance - Improvement in living standards - Proper Regional Planning & development - Sustainable development	-Denounce ills of corruption and embezzlement -Create and use dumpsites -Participate in human investment campaigns -Send all children to schools -Vaccinate children -Self employment -Eat balance diets	The process of development	The Concept of Development	23-Development - Definition of development, underdevelopment, poverty & Sustainable development - Main Principles of Sustainable development	Development -under-development -poverty	- Define - Identify -Classify - Read maps and graphs on aspects of development	Consciousness of environmental problems - Respect and Love for nature - Curiosity - Sense of observation - Empathy - Tolerance	- Other disciplines (biology, environmental science) -Map - School environment - Development data -Charts -Resource persons	- Observations - Excursions -Brainstorming - Simulation -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, slides, geology kit, Laboratory work.	1
						24-Indicators of development and underdevelopment - Traditional Indicators - The Human Development Indices (HDIs)	Indicators of Development					1

FORM FOUR 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 Havoc of under-development	-Water stress - Malnourishment -Pirate Urbanisation -Urban problems -unemployment and under-employment Corruption and poor governance -Epidemics -Backwardness	- Good governance - Improvement in living standards -Proper Regional Planning& development - Sustainable development	-Denounce ills of corruption and embezzlement -Create and use dumpsites -Participate in human investment campaigns -Send all children to schools -Vaccinate children -Self employment -Eat balance diets	The process of development	Challenges of Development and Fight of under-development	25-Classification of nations in terms of development levels - Low income countries or Least Industrialised Countries (LICs) or LEDCs - Oil Rich Countries - Newly Industrialised Countries - Advanced Industrialised Countries (State the countries and their general characteristics)	development levels	- Define - Identify -Classify - Read maps and graphs on aspects of development	-Consciousness of environmental problems -Respect and Love for nature - Curiosity -Sense of observation - Empathy - Tolerance	- Other disciplines (biology, environmental science) -Map - School environment - Development Data - Resource Persons	- Observations ; - Excursions ; - Brainstorming ; - Simulation ; -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, Slides, geology kit - Laboratory work.	
						26-Rostow's Model of Economic growth - Characteristics of Main Stages - Examples of countries at each stage	Economic growth					
						27-Challenges of Development - Causes of poverty & Underdevelopment - Solutions to poverty & Under-development	- Under-development -Poverty					

FORM FOUR 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 Havoc of under-development	-Water stress - Malnourishment -Pirate Urbanisation -Urban problems -unemployment and under-employment Corruption and poor governance -Epidemics -Backwardness	- Good governance -Improvement in living standards - Proper Regional Planning& development - Sustainable development	-Denounce ills of corruption and embezzlement -Create and use dumpsites -Participate in human investment campaigns -Send all children to schools -Vaccinate children -Self employment -Eat balance diets	The process of development	Challenges of Development and Fight of under-development	28-Global Solution to poverty and Under-development (The Millennium Development Goals-MDGs) • Other Solutions	MDGs	- Define - Identify -Classify - Read maps and graphs on aspects of development	- Consciousness of environmental problems - Respect and Love for nature - Curiosity - Sense of observation - Empathy - Tolerance	- Other disciplines (biology, environmental science) -Map - School environment - Data - Resource Persons	- Observations ; - Excursions ; - Brainstorming ; - Simulation ; -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, Slides, geology kit - Laboratory work.	1
						29-Success Story of solving under-development: The Economic Miracle of NICs e.gs. Thailand, Brazil, Malaysia, China, Mexico, South Africa etc.	NICs					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	Lessons	Notions/ concepts	Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods & Techniques	
Exploitation and sustainable use of natural resources	-Low farm output -Low animal production -Famine -Post harvest losses -Artisanal mineral extraction - Low involvement of Cameroonians in fishing industry -Deforestation -Overfishing - Fuel wood crisis	Sustainable management of natural resources	-Creation of plantations - create food reserves - Use traditional and modern crop conservation techniques -Practice irrigation, organic farming, mixed farming, terracing etc. -Denounce illegal fishing, forest exploitation and fishing - Obtain resource exploitation permits -Use firewood and charcoal efficient stoves - Use of solar energy, biogas	Managing resources for development through economic activities	Notion of Economic Activity	30-Economic Activities • Meaning •Classification of economic activities into sectors (Primary, Secondary, Tertiary &Quaternary)	Economic Activity	- Define - Identify -Classify - Read maps and graphs on aspects of economic activities	- Consciousness of environmental problems - Respect and Love for nature - Curiosity - Sense of observation - Empathy - Tolerance	- Other disciplines (biology, environmental science) -Map - School environment - Data - Resource Persons	- Observations ; - Excursions ; - Brainstorming ; - Simulation ; -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, Slides, geology kit - Laboratory work.	1
					Agriculture as an economic activity of the primary sector	31-Agriculture • Meaning • Importance • Agriculture as a system	Agriculture					1
						32-Intensive Agriculture (Arable Farming) • Meaning • Types • characteristics • Examples • Factors • Problems & Solutions	-Intensive Agriculture -Arable farming					2
						33-Intensive Agriculture (Pastoral Farming) • Meaning • Types • Characteristics • Examples • Factors • Problems & Solutions	-Intensive Agriculture -Pastoral farming					2

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	
Exploitation and sustainable use of natural resources	-Low farm output -Low animal production -Famine -Post harvest losses -Artisanal mineral extraction - Low involvement of Cameroonians in fishing industry -Deforestation -Overfishing - Fuel wood crisis	Sustainable management of natural resources	-Creation of plantations - create food reserves - Use traditional and modern crop conservation techniques -Practice irrigation, organic farming, mixed farming, terracing etc. -Denounce illegal fishing, forest exploitation and fishing - Obtain resource exploitation permits -Use firewood and charcoal efficient stoves - Use of solar energy, biogas	Managing resources for development through economic activities	Agriculture as an economic activity of the primary sector	34-Extensive Agriculture (Arable Farming) • Meaning • Types • Characteristics • Examples • Factors • Problems & Solutions	- Extensive Agriculture -Arable farming	Define - Identify -Classify - Read maps and graphs on aspects of economic activities	- Consciousness of environmental problems - Respect and Love for nature - Curiosity - Sense of observation - Empathy - Tolerance	- Other disciplines (biology, environmental science) -Map - School environment - Data - Resource Persons	- Observations ; - Excursions ; - Brainstorming; - Simulation ; -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, Slides, geology kit - Laboratory work.	2
						35-Extensive Agriculture (Pastoral Farming) • Meaning • Types • Characteristic • Examples • Factors • Problems & Solutions	- Extensive Agriculture -Pastoral farming					2
						36-Impact of Agriculture on the agriculture	Economy					1
						37-The Green Revolution • Meaning • Aspects • Significance • Weakness	Green Revolution					1
						38-Impact of Agriculture on the Environment • Negative impacts • Positive Impacts	Environment					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	Essential Knowledge				Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
				Topic	Sub-topics	Lessons	Notions/ concepts					
Exploitation and sustainable use of natural resources	-Low farm output -Low animal production -Famine -Post harvest losses -Artisanal mineral extraction - Low involvement of Cameroonians in fishing industry -Deforestation -Overfishing - Fuel wood crisis	Sustainable management of natural resources	-Creation of plantations - create food reserves - Use traditional and modern crop conservation techniques -Practice irrigation, organic farming, mixed farming, terracing etc. -Denounce illegal fishing, forest exploitation and fishing - Obtain resource exploitation permits -Use firewood and charcoal efficient stoves - Use of solar energy, biogas	Managing resources for development through economic activities	Agriculture as an economic activity of the primary sector	Further Study 2: Problems of tropical agriculture						2
						- Physical Problem and solutions - Human Problems and solutions						
					The economic development potentials of Cameroon in the primary sector I: Agriculture	39-Spatial Patterns of agriculture: Von Thünen's Model of Agricultural land use	- Land use pattern -Locational Rent	- Define - Identify -Classify - Read maps and graphs on aspects of economic activities	- Consciousness of environmental problems - Respect and Love for nature - Curiosity - Sense of observation - Empathy - Tolerance	- Other disciplines (biology, environmental science) -Map - School environment - Data - Resource Persons	- Observations ; - Excursions ; - Brainstorming; - Simulation ; -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, Slides, geology kit - Laboratory work.	2
						40-Arable Agriculture in Cameroon:	Arable Farming					2
						41-Pastoral Agriculture in Cameroon:	Pastoral Farming					2
	42-Impact of agriculture on the economy of Cameroon	Economy				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	Lessons	Notions/ concepts	Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques					
Exploitation and sustainable use of natural resources	-Low farm output -Low animal production -Famine -Post harvest losses -Artisanal mineral extraction - Low involvement of Cameroonians in fishing industry -Deforestation -Overfishing - Fuel wood crisis	Sustainable management of natural resources	-Creation of plantations - create food reserves - Use traditional and modern crop conservation techniques -Practice irrigation, organic farming, mixed farming, terracing etc. -Denounce illegal fishing, forest exploitation and fishing - Obtain resource exploitation permits -Use firewood and charcoal efficient stoves - Use of solar energy, biogas	Managing resources for development through economic activities	Agriculture as an economic activity of the primary sector	Further Study 3: Problems of Tropical Agriculture						2				
						- Physical Problem and solutions - Human Problems and solutions						- Land use pattern -Locational Rent	- Define - Identify -Classify - Read maps and graphs on aspects of economic activities	- Consciousness of environmental problems - Respect and Love for nature - Curiosity - Sense of observation - Empathy - Tolerance	- Other disciplines (biology, environmental science) -Map - School environment - Data - Resource Persons	- Observations; - Excursions ; - Brainstorming; - Simulation ; -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, Slides, geology kit - Laboratory work.
					The economic development potentials of Cameroon in the primary sector I: Agriculture	44-Arable Agriculture in Cameroon: - Subsistence - Commercial - Factors	Arable Farming	2								
					45-Pastoral Agriculture in Cameroon: - Intensive Systems - Extensive Systems - Factors	Pastoral Farming	2									
					46-Impact of agriculture on the economy of Cameroon	Economy	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	Lessons	Notions/ concepts	Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
Exploitation and sustainable use of natural resources	-Low farm output -Low animal production -Famine -Post harvest losses -Artisanal mineral extraction - Low involvement of Cameroonians in fishing industry - Deforestation -Overfishing - Fuel wood crisis	Sustainable management of natural resources	-Creation of plantations - create food reserves - Use traditional and modern crop conservation techniques -Practice irrigation, organic farming, mixed farming, terracing etc. -Denounce illegal fishing, forest exploitation and fishing - Obtain resource exploitation permits -Use firewood and charcoal efficient stoves - Use of solar energy, biogas	Managing resources for development through economic activities	Forestry, fishing, and mining as economic activities of the primary sector	47-Forest Resources &management • Meaning •Global stock &Distribution • Major Producers • Methods of Exploitation • Factors influencing exploitation • Importance to the economy •Current Problems of the exploitation of the resource • Conservation methods	-Forest Resources -Conservation	- Define - Identify - Classify - Read maps and graphs on aspects of economic activities	- Consciousness of environmental problems - Respect and Love for nature - Curiosity - Sense of observation - Empathy - Tolerance	- Other disciplines (biology, environmental science) -Map - School environment - Data - Resource Persons	- Observations; - Excursions ; - Brainstorming; - Simulation ; -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, Slides, geology kit - Laboratory work.	3
						48-Fish Resources & management • Meaning • Global stock &Distribution • Major Producers • Methods of Exploitation • Factors influencing exploitation • Importance to the economy • Current Problems of the exploitation of the resource • Conservation methods	-Fish Resources -Conservation					3

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	
Exploitation and sustainable use of natural resources	-Low farm output -Low animal production -Famine -Post harvest losses -Artisanal mineral extraction - Low involvement of Cameroonians in fishing industry -Deforestation -Overfishing - Fuel wood crisis	Sustainable management of natural resources	-Creation of plantations - create food reserves - Use traditional and modern crop conservation techniques -Practice irrigation, organic farming, mixed farming, terracing etc. -Denounce illegal fishing, forest exploitation and fishing - Obtain resource exploitation permits -Use firewood and charcoal efficient stoves - Use of solar energy, biogas	Managing resources for development through economic activities	Forestry, fishing, and mining as economic activities of the primary sector	49-Mineral Resources & management • Meaning • Global stock & Distribution • Major Producers • Methods of Exploitation • Factors influencing exploitation • Importance to the economy • Current Problems of the resource • Conservation methods	- Mineral Resources -Conservation	- Define - Identify - Classify - Read maps and graphs on aspects of economic activities	- Consciousness of environmental problems - Respect and Love for nature - Curiosity - Sense of observation - Empathy - Tolerance	- Other disciplines (biology, environmental science) -Map - School environment - Data - Resource Persons	- Observations ; - Excursions ; - Brainstorming ; - Simulation ; -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, Slides, geology kit - Laboratory work.	3
					The economic development potentials of Cameroon in the primary sector II: Forestry, fishing, and mining	50-Management of Forest resources in Cameroon •Distribution •Methods of exploitation •Importance to the economy •Problems - Recent efforts to conserve the resource	-Forest Resource - Conservation					2
					Further Study 4: Deforestation in Cameroon and Consequences ▪ Causes, Manifestations ▪ Consequences and solutions							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	Lessons	Notions/ concepts	Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
Exploitation and sustainable use of natural resources	-Low farm output -Low animal production -Famine -Post harvest losses -Artisanal mineral extraction - Low involvement of Cameroonians in fishing industry -Deforestation -Overfishing - Fuel wood crisis	Sustainable management of natural resources	-Creation of plantations - create food reserves - Use traditional and modern crop conservation techniques -Practice irrigation, organic farming, mixed farming, terracing etc. -Denounce illegal fishing, forest exploitation and fishing - Obtain resource exploitation permits -Use firewood and charcoal efficient stoves - Use of solar energy, biogas	Managing resources for development through economic activities	Forestry, fishing, and mining as economic activities of the primary sector The economic development potentials of Cameroon in the primary sector II: Forestry, fishing, and mining	51- Management of Fish resources in Cameroon •Distribution •Methods of exploitation •Importance to the economy •Problems Recent efforts to conserve the resource	-Fish Resource -Conservation	- Define - Identify - Classify - Read maps and graphs on aspects of economic activities	- Consciousness of environmental problems - Respect and Love for nature - Curiosity - Sense of observation - Empathy - Tolerance - Sense of responsibility - Sense of carefulness - Respect of life	- Other disciplines (biology, environmental science) -Map - School environment - Data - Resource Persons	- Observations ; - Excursions ; - Brainstorming ; - Simulation ; -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, Slides, geology kit - Laboratory work.	2
						52- Management of Minerals Resources in Cameroon -Types -Distribution -Effort to develop mineral resources -Importance to the economy -Government effort to conserve mineral resources	-Fish Resource -Conservation					2
						Guided or Directed Work 1: Non-Agricultural Resources of the Region of the school • Inventory of the resources of vegetation, rivers and sub soil in their region • Restitution in class • Current efforts of conservation of these resources in their locality						1
								Initiation to Map Analysis	Map Interpretation	Practical Work 13: Description of Vegetation on maps • Identification of types • Description of spatial patterns • Stating of simple reasons for the observed patterns		

FORM FOUR 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					
Exploitation and sustainable use of resources	-Low farm output -Low animal production -Famine -Post harvest losses -Artisanal mineral extraction -Artisanal fishing -Deforestation -Overfishing - Fuel wood crisis	- Conservation of natural resources -Production of goods	-Create of plantations - create food reserves - Use traditional and modern crop conservation techniques -Practice irrigation, organic farming, mixed farming, terracing etc. -Control illegal fishing, forest exploitation and fishing - Issue resource exploitation permits -Use firewood efficient and charcoal stoves	Managing resources for development through economic activities	Major Sources of Power	53-Energy and Power Resources • Meaning of Energy •Sources of energy (traditional& Modern sources) •Problems Associated with Energy Sources •Energy Conservation Methods	-Energy Resources -Conservation	- Define - Identify - Classify - Read maps and graphs on aspects of economic activities	- Consciousness of environmental problems - Respect and Love for nature - Curiosity - Sense of observation - Empathy - Tolerance - Sense of responsibility - Sense of carefulness - Respect of life	- Other disciplines (biology, environmental science) -Map - School environment - Data - Resource Persons	- Observations ; - Excursions ; - Brainstorming; - Simulation ; -Analysis of Instructional materials - Enquiry (investigation) - Exploitation of audio-visual supports, Slides, geology kit - Laboratory work.	3
					Economic development potentials of Cameroon	54-Energy Resources of Cameroon: • Sources& Distribution • Efforts to develop HEP, solar, wind, natural gas, petroleum)	- Energy Resources -Conservation					2

FORM FIVE CLASS

MODULE I

TITLE OF MODULE (UNIT): Fight against poverty and underdevelopment

NUMBER OF INSTRUCTIONAL (Teaching/ Learning) PERIODS:41

PRESENTATION OF THE MODULE:This module highlights the process off development, the various challenges to development, the root causes of underdevelopment and poverty, and the various strategies to fight underdevelopment and poverty through sustainable exploitation of primary resources and management of energy resources and manufacturing industries with specific focus on the economic development potentials of Cameroon. There is also initiation to map analysis.

CONTRIBUTION OF THE MODULE TO THE AIMS AND GOALS OF THE CURRICULUM:This module enables learners to be aware of the inequalities in the world around them as well as the challenges of globalisation. It arms learners with the appropriate actions that should be taken in order to come out of the vicious circle of underdevelopment and the poverty trap and reduce these socioeconomic inequalities.

CONTRIBUTION OF THE MODULE TO THE PROGRAM OF STUDY AND TO THE AREAS-OF-LIVING:This module exposes that in the man-environment interactions numerous inequalities arise in the world. There is therefore need to consider others in our decisions if these contrasts in development must be narrowed and the environment and its resources preserved.

DIAGNOSTIC EVALUATION: Evaluation of knowledge acquired in previous class

2 Periods

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					
Exploitation and sustainable use of resources	-Low industrial production - Low export earnings	-Production of goods	-Produce farm produce -Transform raw materials before export	Managing resources for development through economic activities	Manufacturing as an economic activity of the secondary sector	1-Manufacturing Industries • Meaning • Classification of manufacturing industries • The global distribution of Industries	Manufacturing Industry	- Define - Identify - Classify - Read maps and graphs on aspects of economic activities	- Consciousness of environmental problems -Like home made goods	- Other disciplines (biology, environmental science) -Map - School environment - Data - Resource Persons	- Observations ; - Excursions ; - Brainstorming; - Simulation ; -Analysis of Instructional materials - Enquiry (investigation)	1