

**MINISTERE DES ENSEIGNEMENTS SECONDAIRES**  
*MINISTRY OF SECONDARY EDUCATION*

**INSPECTION GENERALE DES ENSEIGNEMENTS**  
*INSPECTORATE GENERAL OF EDUCATION*

**SUBJECT SYLLABUS: HISTORY SYLLABUS**

***SECONDARY GENERAL EDUCATION: FORMS 1 & 2 CLASSES***



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

REPUBLIQUE DU CAMEROUN  
*Paix - Travail – Patrie*

-----  
MINISTERE DES ENSEIGNEMENTS  
SECONDAIRES

-----  
INSPECTION GENERALE DES  
ENSEIGNEMENTS  
-----

REPUBLIC OF CAMEROON  
*Peace -Work – Fatherland*

-----  
MINISTRY OF SECONDARY EDUCATION

-----  
INSPECTORATE GENERAL OF EDUCATION  
-----

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

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

**THE MINISTER OF SECONDARY EDUCATION,**

**Mindful of the Constitution;**

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

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

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

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

**HEREBY ORDERS AS FOLLOWS:**

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

## PREFACE

## SYLLABUSES FOR 21ST CENTURY CAMEROON

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

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

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

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

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

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

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

 The Minister of Secondary Education  
*Louis Bahes Bahes*

## FIRST CYCLE SYLLABUS REVIEW

### A PARTICIPATORY AND INNOVATIVE APPROACH

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

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

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

The new syllabuses had to undergo many changes:

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

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

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

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



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

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

One hour is allotted for preps.

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

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



The Inspector General of Education

Dr. Mrs Evelyne Mpoudi Ngolle

## END - OF - FIRST CYCLE LEARNER'S EXIT PROFILE

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

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

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

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 1<sup>st</sup> cycle.

Areas of Learning	Disciplines	Expected outcomes at the end of the 1 <sup>st</sup> cycles
1-Languages and Literature	<b>Living languages:</b> English, French , German, Italian, Spanish, Chinese, Etc.	<b>French and English , L1</b> 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;
		<b>Living languages II</b> 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.
	<b>Ancient languages:</b> Latin, Greek <b>National languages</b>  <b>Literature</b> 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).
		<b>The Sciences:</b> 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.
		<b>Computer Science :</b> Master the basics of Information and Communication Technologies; Exploit and use ICTs to learn.
<b>3- Social Sciences</b>	<b>History</b>	Possess cultural references to better locate events in time and

<b>/Humanities</b>	<b>Geography</b>  <b>Citizenship Education</b>	space within a democratic system and become a responsible citizen. <b>History:</b> Acquire a common culture ; be aware of heritage from the past and current challenges; <b>Geography :</b> Develop one's curiosity and knowledge of the world; Get acquainted with landmarks to find your way and fit in the world. <b>Citizenship Education:</b> Possess essential knowledge in rights and duties in order to fulfil his/her citizenship.
<b>4- Personal Development</b>	<b>Moral Education;</b>  <b>Home Economics;</b>  <b>Sports and Physical Education</b>  <b>Health Education</b>	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.
<b>5- Arts and National Cultures</b>	<b>Arts/Artistic Education;</b>  <b>National Cultures</b>	<b>Artistic Education:</b> 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.

		<b>National languages and Cultures</b> 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.		
<b>6- Cross curricular competences</b>	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.
	<b>Social and Personal Domains</b>	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 through out his/her life, to contribute to sustainable development and become a responsible citizen.

***LEARNING AREA : SOCIAL SCIENCES  
FORMS 1 and 2***



**SUBJECT SYLLABUS: HISTORY SYLLABUS**  
**SECONDARY GENERAL EDUCATION: FORMS 1 & 2 CLASSES**

## General Presentation of the Syllabus

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

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

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

This syllabus follows the Competency-Based-Approach (CBA) with points of entry being Life Situations. The learner's competence is developed from the chosen families of situations.

This permits him/her to determine what actions to take and to identify the necessary resources to resolve a given problem. This syllabus provides the contextualisation framework, competency development and resources.

## The Place of the Syllabus in the Curriculum

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

## Contribution of the Syllabus to the Area-of-Learning

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

## Contribution of Syllabus to Areas – of – Living

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

**Presentation of the Families of Situations Covered by the Syllabus**

N°	Family of situations	Area-of-Living
1	African Identity Crises	Family and social life
2	Religious Life	
3	Leadership	
4	Openness to Others	
5	National Integration	Citizenship

**Summary Table of Content of the Different Modules**

CYCLE	CLASS	MODULE	STATUS	DURATION
FIRST	FORM 1	The legacies of ancient African civilization in the thoughts and edification of the present world	COMPULSORY	22 Hours
		The legacies of ancient European and Asian civilizations in the thoughts and edification of the present world		09 Hours
		The contributions of monolithic religions to the thoughts and edification of the present world		17 Hours
	FORM 2	The peopling and socio – political organization of Cameroon		26 Hours
		The Golden Age of Africa		14 Hours
		Relations between Africa and the rest of the world		20 ours

# **PROGRAMME OF STUDY (SYLLABUS): HISTORY**

**From the early man to the 15<sup>th</sup> Century**

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

## FORM ONE CLASS

## MODULE 1

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

**NUMBER OF INSTRUCTIONAL (TEACHING/LEARNING) HOURS: 22**

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

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

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

<b>DIAGNOSTIC EVALUATION:</b> Evaluation of Knowledge acquired in Previous class	<b>Discussion</b>	<b>2 Hours</b>
--	-------------------	----------------

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
				Essential Knowledge				Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
Family (Bank) of situations	Examples of Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Lessons	Notions/ concepts					
African Identity Crisis	Succession in chieftdom	The use of Historical Knowledge	Build a Family Tree  (Genealogical Tree)	Introduction	1. The Notion of History	1. Introduction to the study of History: - What is history?  - What are the Sources of History? - Periodisation in history appropriate to Africa	-History - Sources of history -Chronology - Civilisation - Relics	- Define -Identify a source of History - Identify a Historical event - situate oneself within a time frame - Identify elements of a civilization - Carry an enquiry - Collect data - Define and use vocabulary and notions	-Sense of memory-Group spirit  - Awareness of past negro-African civilization  -The respect for others	-Chalkboard - Textbooks - Resource Centres - Library - Museums - Human resources (Teachers, resource persons etc.) - Material resources	- Brain storming -Discussion/ debates -Exercises on time chart - Role play -Group work -Analyses of documents (Tales, pictures, films, passages etc...) - Reports/ Enquiries/excursion/ Field visits /Practical works NB: Each teacher should choose the method appropriate to lessons	2 Hours
						Further Study 1: Collect ion and classification Historical relics						



## FORM ONE CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
Family (Bank) of situations	Examples of Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Essential Knowledge		Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
African Identity Crisis	<div>- The decline of national languages</div> <div>- The abandonme nt of tradition &amp; customs</div>	Discovery of cultural traits	<div>-Speak national languages at home</div> <div>- Organization of traditional festivals</div> <div>- Recite the composition of the family tree (genealogical tree)</div>	The legacies of ancient African civilizations in the thoughts and edification of the present world	2. Africa:Cradle of human kind (man kind)	Guided Work 1: Enquiry on the system of periodisation (counting dates) in your region					Draw up a protocol for an interview with the learners	1 Hour
						2. The Early Man and his way of life	- Cradle of human kind (mankind) - Nomadism -Shelter (habitat) -Migration -Population clusters (Areas of population concentration)	-Situate the Palaeolithic on a time chart -Describe the migratory process of the Early man -Locate the first settlements of the hominids on an African map	-Sense of memory -Group spirit -Awareness of past negro-African civilization  -The respect for others	- Chalkboard - Textbooks - Resource Centres - Library - Museums - Human resources (Teachers, resource persons etc.) - Material resources	Same as for other Lessons	2 Hours
						(-Areas of settlement -their ways of life, the implications)						
						Guided Work 2 : The myths of creation					Same as for all Further Studies	1Hour
						3. Neolithic (New stone age) civilization (-the birth of agriculture and domestication of animals - Sedentarisation and the consequences)	- Neolithic - Sedentary - Neolithic revolution	- Describe activities of the Neolithic from documents - Compare the agricultural and domestic activities of the Neolithic with those their regions - Locate the main Neolithic sites in Africa	-Sense of memory - Sense of responsibility - pride - Respect for ingenuity of creation - self - confidence	- Chalkboard - Textbooks - Resource Centres - Library - Museums - Human resources (Teachers, resource persons etc.) - Material resources	Same as for other Lessons	2Hours
						Further Study 2: Humanisation					- Debate on the theory of creation - Exploit images on the evolution of man	1Hour
						- Stages of evolution						
						- The areas (sites) of occupation (settlement) of the early man						

## FORM ONE CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
				Essential Knowledge				Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
Family (Bank) of situations	Examples of Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Lessons	Notions/ concepts					
African Identity Crisis	The abandonme nt of culture	Discovery of cultural traits	- Participation in traditional festivals  - Recite the composition of the family tree (genealogic al tree)	The legacies of ancient African civilizations in the thoughts and edification of the present world	2. Africa: Cradle of human kind (man kind)	Further Study 3: Cameroon civilizations in the Neolithic - Locate the sites - Identify the Neolithic remains in Cameroon					- Exploit maps on the centres of the peopling of Cameroon in the Neolithic -Exploit textbooks and other documents	1Hour
						Guided Work 3 : The Pygmies in Cameroon -Location of the sites -Description of their way of life and social organisation						1Hour
					3. Ancient Egypt and her legacies	4. Egypt: A structured society  (-Egypt : a gift of the Nile -The Pharaoh -The Nobles -The peasants and slaves)	-Class society -Social Hierarchy -Dynasty -Pharaoh	-Locate on a map -Situ ate on a time chart -Describe the social organization of Egypt -Identify the quality of a chief -Identify the symbols of power in ancient Egypt -Carry out an enquiry.	-Sense of memory - pride - respect for ingenuity - Sense for initiative -Self confidence - Respect of authority -Compassion	- Chalkboard - Textbooks - Resource Centres - Library - Museums - Human resources (Teachers, resource persons etc.) - Material resources	Same as for other Lessons	2Hours
						Further Study 4: Daily Life in Egypt -Activities of peasants and craftsmen -The collection of taxes						Same as for all Further Studies
						Guided Work 4: Symbols of royal authority in your region -Identification-significance of the symbols-Attitudes and behaviour vis-à-vis traditional authority					-Together with the students, draw up an enquiry guide - Gather some of the symbols	

## FORM ONE CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
Family (Bank) of situations	Examples of Situations	Category of Actions	Examples of Actions	Essential Knowledge				Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
				Topic	Sub-topics	Lessons	Notions/ concepts					
African Identity Crisis	The decline and ignorance of traditional medicine	Discovery of cultural traits	- Study medicinal plants  - Return to traditional medicine	The legacies of ancient African civilizations in the thoughts and edification of the present world	3. Ancient Egypt and her legacies	5. Scientific and Technological progress  --sciences - techniques	- Writing -Science and technology - Arts and Architecture	-Identify the scientific and technological advancements - Describe the techniques of irrigation and the conservation of corpses, - compare these ancient techniques with those today - Compare the ancient cultural traits to those of your region (Sculpture etc.)	-Sense of memory -Responsibility - pride - Respect for ingenuity -The sense of initiative -Self confidence	- Chalkboard - Textbooks - Resource Centres - Library - Museums - Human resources (Teachers, resource persons etc.) - Material resources	Same as for other Lessons	2Hours
						6. The religion of ancient Egypt  (-a polytheist religion -The role of priests -The importance of religion in daily life)	- Polytheism - The here after - Mummification	- Identify some ancient Egyptian Beliefs -Compare these Beliefs with those of today	- Respect of the anointed (sacred) - Religious tolerance			1Hour
						Further Study 5: The cult of the dead in Ancient Egypt -Mummification -Funeral Rites (construction of pyramids, offerings, judgement...)						

## FORM ONE CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
Family(Bank) of situations	Examples of Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Lessons	Notions/ concepts	Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
<b>African Identity Crisis</b>	<i>Abandonment of customs</i>	Discovery of cultural traits	- Participation in traditional festivals	The legacies of ancient African civilizations in the thoughts and edification of the present world	<b>4. The heritage of the kingdoms of the Upper Nile</b>	<b>7. The Kush (Meroe) and Axum (Aksum) Civilizations</b> -Organisation - Metal (iron)Works - Beliefs (study each kingdom and show the weak linkages between them)	- Christianity - Metal Works and other activities	-Situating these kingdoms on a time chart and map -Identify the role played by women & compare it with the present day situation - Describe the traditional techniques of iron works	-Open mindedness - Compassion -Sense of Justice -Sense of initiative - Spirit of cooperation -Self confidence	- Chalkboard - Textbooks - Resource Centres - Library - Museums - Human resources (Teachers, resource persons etc.) - Material resources	Same as for other Lessons	2 Hours
						<b>Further Study 6: Metal Works</b> -Traditional techniques of smelting iron -Products from a forge (blacksmith) <b>NB : If possible do a guided work on forge (blacksmith)</b>					Same as for all Further Studies	1 Hour

## FORM ONE CLASS

### MODULE 2

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

**NUMBER OF INSTRUCTIONAL (TEACHING/LEARNING) HOURS: 09**

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

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

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

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
Family(Bank) of situations	Examples of Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Lessons	Notions/ concepts	Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods & Techniques	
<b>African Identity Crisis</b>	<i>Abandonment of traditional customs</i>	Discovery of cultural traits	Teach and recite	The legacies of ancient European and Asian civilizations in the thoughts and edification of the present world.	<b>5. Ancient European civilizations</b>	<b>8. Greece:</b> - <i>Democratic experience</i> - <i>Her Contributions to Literature, sciences, the Arts and Olympic games</i>	- Democracy - Science and Technology - Literature, Arts and Architecture	- Situate Greece on a time chart and map - Describe the Greek democracy - Identify elements of Greek cultural and scientific heritage	- Open mindedness - Compassion - Cooperation - Self confidence - The Sense of justice - The Sense of initiative - The Sense of equality - The respect of established laws	- Chalkboard - Textbooks - Resource Centres - Library - Museums - Human resources (Teachers, resource persons etc.) - Material resources	<b>Same as for other Lessons</b>	<b>2Hours</b>
						<b>Further Study 7: The contributions of Ancient Rome</b> <b>- Public works, Law and Military Art</b>					Same as for all Further Studies	<b>1Hour</b>
					<b>6. Ancient Asian civilizations</b>	<b>9. China: The expansion of science</b>	- Dynasty and Technology - Inventions	- Situate Ancient China on a time chart and map - Identify elements of Chinese inventions and cultural heritage	- Open mindedness - The Sense of justice - The Sense of initiative - Self confidence	<b>Same as for other Lessons</b>	<b>Same as for other Lessons</b>	<b>2Hours</b>
					<b>Further Study 8: Contributions of Ancient India</b> <b>- Religion and agricultural techniques</b>						Same as for all Further Studies	<b>1 Hour</b>



## FORM ONE CLASS

### MODULE 3

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

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

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

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

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

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
Family (Bank) of situations	Examples of Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Lessons	Notions/ concepts	Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods & Techniques	
Religious Life	multiplicity (proliferation) of religions	Adaptation to an environment with multiple religions.	<ul style="list-style-type: none"> <li>- Denounce illegal churches</li> <li>- Know religious values</li> </ul>	Contribution of monolithic religions to the thoughts and edification of the present world	7. Judeo-Christian civilizations	<b>10. Judaism and Christianity</b> <ul style="list-style-type: none"> <li>- Origin</li> <li>- Pillars</li> <li>- Holy Books</li> </ul>	<ul style="list-style-type: none"> <li>- Torah (Mosaic Law)</li> <li>- Ten commandments</li> <li>- The Bible</li> <li>- Judaism</li> <li>- Messiah</li> <li>- Christianity</li> </ul>	<ul style="list-style-type: none"> <li>- Situate Palestine and Jerusalem on a map</li> <li>- Situate Abraham, Moses and Jesus on a time chart (birth and death)</li> <li>- Identify the characteristics of the two religions</li> <li>- Describe a religious edifice</li> <li>- Recount one important story of the New Testament and another of the Old Testament</li> </ul>	<ul style="list-style-type: none"> <li>- Open mindedness</li> <li>- Sense of justice</li> <li>- Respect for differences and diversity</li> <li>- Self confidence</li> <li>- Courage</li> <li>- Optimism</li> <li>- Sense of discernment</li> <li>- Tolerance</li> </ul>	<ul style="list-style-type: none"> <li>- Chalkboard</li> <li>- Textbooks</li> <li>- Resource Centres</li> <li>- Library</li> <li>- Museums</li> <li>- Human resources (Teachers, resource persons etc.)</li> <li>- Material resources</li> </ul>	Same as for other Lessons	1 Hour

## FORM ONE CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
Family (Bank) of situations	Examples of Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Lessons	Notions/ concepts	Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods & Techniques	
Religious Life	multiplicity (proliferation) of religions -Polytheism -The return to traditional religions - Baptism  - Religious Marriage	Adaptation to an environment with multiple religions.	<ul style="list-style-type: none"> <li>- Know religious values</li> <li>- Respect religious values</li> <li>- Ponder over the causes of the proliferation of religions</li> <li>- Denounce illegal churches</li> </ul>	Contribution of monolithic religions to the thoughts and edification of the present world	7.) Judeo-Christian civilizations	<b>11) The expansion of Christianity in Africa</b> <ul style="list-style-type: none"> <li>- Source points of christianity to Africa ;</li> <li>- the manner and zones of diffusion of christianity in Africa</li> </ul>	- Romanisation	<ul style="list-style-type: none"> <li>- Read the map on the expansion of Christianity</li> <li>- Situate the main stages of the expansion of Christianity, on a time chart</li> <li>- Identify the remains (vestiges) of ancient Christianity in Africa</li> <li>- Identify the moral values preached by Christianity and Judaism</li> <li>- Identify the cultural heritage of Judaism and Christianity</li> </ul>	<ul style="list-style-type: none"> <li>-Open mindedness</li> <li>- Sense of justice</li> <li>- Respect for differences and diversity</li> <li>-Self confidence</li> <li>- Courage</li> <li>- Optimism</li> <li>- Sense of discernment</li> <li>- Tolerance</li> </ul>	<ul style="list-style-type: none"> <li>-Chalkboard</li> <li>- Textbooks</li> <li>- Resource Centres</li> <li>- Library</li> <li>- Museums</li> <li>- Human resources (Teachers, resource persons etc.)</li> <li>-Material resources</li> </ul>	Same as for other Lessons	1Hour
						<b>12) The Contributions of Judaism and Christianity to the present world</b> - Their heritage (Cultural, artistic and spiritual )	<ul style="list-style-type: none"> <li>- Civilization</li> <li>- Christian values (way of life)</li> </ul>					2Hours
	- Pilgrimage to Holy Places	Adaptation to an environment with multiple religions.	Go on pilgrimage to Mecca	Contribution of monolithic religions to the thoughts and edification of the present world	8) The Muslim civilization	<b>13) The foundation of Islam</b> - Origin - Pillars - Holy Book	<ul style="list-style-type: none"> <li>- Prophet</li> <li>- Koran (Qu'ran)</li> <li>- Hegira</li> </ul>	<ul style="list-style-type: none"> <li>- Situate the Middle East, Arabia and Mecca on a map</li> <li>- Situate the birth of Mohamed, the Hegira and the death of Mohamed on a time chart</li> <li>- Identify the pillars of Islam</li> <li>- Recount the vision</li> </ul>	Same as above			2Hours
						<b>14) The expansion of Islam in Africa</b> - Source points of Islam to Africa ; - The manner and zones of diffusion of Islam in Africa	<ul style="list-style-type: none"> <li>- Jihad</li> <li>- Empire</li> </ul>	<ul style="list-style-type: none"> <li>-Read the map on the expansion of Islam</li> <li>- Situate the main stages of the expansion of Islam, on a time chart</li> <li>- Identify the remains (vestiges) of ancient Islam in Africa</li> </ul>	Same as above			1Hour

## FORM ONE CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
Family (Bank) of situations	Examples of Situations	Category of Actions	Examples of Actions	Essential Knowledge				Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
				Topic	Sub-topics	Lessons	Notions/ concepts					
Religious Life	- Pilgrimage to Holy Places	Adaptation to an environment with multiple religions.	- Go on pilgrimage to Mecca  -Respect other religious beliefs	Contribution of monolithic religions to the thoughts and edification of the present world	8) The Muslim civilization	15. Contribution of Islam to the present world - Its heritage (Cultural, artistic and spiritual )	- Khalifat -Literature -Science and technology - Town -Arts	-Identify a moral value of Islam  -Identify a cultural and arts heritage of Islam	mindedness  - Sense of justice - Respect for differences and diversity -Self confidence - Courage - Optimism - Sense of discernment - Tolerance	-  Chalkboard - Textbooks - Resource Centres - Library - Museums - Human resources (Teachers, resource persons etc.) -Material resources	Same as for other Lessons	2Hours
						Further Study 9: Christian and Muslim pilgrimages - Origin, - Sacred (Holy) Places, - Symbols -Course						

## FORM TWO CLASS

## MODULE 1

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

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

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

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

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

**DIAGNOSTIC EVALUATION:** Evaluation of Knowledge acquired in Previous class

**Discussion**

**2 Hours**

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
Family (Bank) of situations	Examples of Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Lessons	Notions/ concepts	Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods & Techniques	
National Integration	Tribalism	The promotion of national integration	-Denounce all forms of discrimination directed towards minorities - Take into consideration the rights of minorities and natives - Discover other tribes and their cultures	The peopling and socio-political organisation of Cameroon	1. Origin of the peopling of Cameroon: The Sao and Pygmies	1. The Sao and the Pygmies -Location - Social Organisation - Way of Life	- Peopling - migrations - first (pioneer) settlements - society	- Situate the different groups on a map of Cameroon - Situate the main migratory stages of these groups on a time chart - Trace the migratory routes of one's ethnic group - Trace the migratory routes of some other groups - Recount a legend of the migratory route of a people	- Responsibility - Pride - Sense of initiative - Self confidence - Commitment - Patriotism - Courage - Optimism - Respect for differences and diversity - Critical mind	- Chalkboard - Textbooks - Resource Centres - Library - Museums - Human resources (Teachers, resource persons etc.) - Material resources	- Brain storming -Discussion/ debates -Exercises on time chart - Role play -Group work -Analyses of documents (Tales, pictures, films, passages etc.) - Reports/ Enquiries/excursion/ Field visits /Practical works NB: Each teacher should choose the method appropriate to lessons	2 Hours

## FORM TWO CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
Family (Bank) of situations	Examples of Situations	Category of Actions	Examples of Actions	Topic	Essential Knowledge			Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
					Sub-topics	Lessons	Notions/ concepts					
National Integration	- Tribalism -Nepotism	The promotion of national integration	-Denounce all forms of discrimination  - Take into consideration the rights of minorities and natives	The peopling and socio – political organisation of Cameroon	2. The peopling of Cameroon Successive migratory waves	2. Ancient (Past) migrations: - The palaeo - Sudanese - The first wave of Bantus migrants	- Sudanese - Bantus - Savannah zone - Forest zone - Migration Track (path)	- Situate the different groups on a map of Cameroon - Situate the main migratory stages of these groups on a time chart - Trace the migratory routes of one's ethnic group - Trace the migratory routes of some other groups - Recount a legend of the migratory route of a people of Cameroon	- Responsibility - Pride - Sense of initiative - Self confidence - Commitment - Patriotism - Courage - Optimism - Respect for differences and diversity - Critical mind	- Chalkboard - Textbooks - Resource Centres - Library - Museums - Human resources (Teachers, resource persons etc.) - Material resources	Same as for other Lessons	2 Hours
						3) Recent migrations: -The neo – Sudanese (Peuls, Shuwa Arabs) - The second wave of Bantus Migrants						
											Guided Work 1: An inquiry on the origin and migration of the people of the region where the school is located - Identification of the various groups of people of their locality -Their origins, migrations and present sites - cohabitation of the different people of their locality	



## FORM TWO CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
Family (Bank) of situations	Examples of Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Lessons	Notions/ concepts	Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods & Techniques	
National Integration	Discrimination against minorities	The promotion of national integration	- Denounce all forms of discrimination	The peopling and socio – political organization of Cameroon	3. Pre-colonial Cameroon: The different socio – political organisations	<b>4. Generalities on State-like (Structured) Societies of Cameroon:</b> - Political, economic life, socio-cultural organisation	- State - Grass field organization - Class society - Supreme Leader - Religion	- Describe a traditional socio-political organisation - Comparing similar organization - Identify cultural traits of state-like societies - Identify the contributions of different groups to the composition of national cultural heritage	- Responsibility - Pride - Sense of initiative - Self confidence - Sense of Commitment - Patriotism - Courage - Optimism - Respect for differences and diversity - Critical mind - Tolerance, humility and attachment to traditional values	- Chalkboard - Textbooks - Resource Centres - Library - Museums - Human resources (Teachers, resource persons etc.) - Material resources	Same as for other Lessons	2Hours
			- Take into consideration the rights of minorities and natives			<b>Further Study 1: Study one state-like society of Northern Cameroon and one of Southern Cameroon (Case Study or Monograph)</b> <b>- Socio-Political organisation, economic and cultural activities</b>					Same as for all Further Studies	1 Hour
						<b>5. Generalities on Equalitarian societies of Cameroon:</b> - Political, economic life, socio-cultural organisation	- Lineage - Religion - Open discussion - Rites	Same as for other Lessons	Same as for other Lessons	Same as for other Lessons	Same as for other Lessons	2Hours
						<b>Further Study 2: Study one equalitarian society of Northern Cameroon and one equalitarian of Southern Cameroon (Case Study or Monograph)</b> <b>Socio-Political organisation, economic and cultural activities</b>					Same as for all Further Studies	2Hours
						<b>Guided Work 2: Enquiry on traditional rites of their region</b> <b>- Identification of the rites and the persons involved</b> <b>- Procedure</b> <b>- Social Importance of rites ( Debates /Discussions)</b>					Debate/ discussion	2Hours

## FORM TWO CLASS

### MODULE 2

**TITLE OF MODULE:** The Golden Age of Africa

**NUMBER OF INSTRUCTIONAL (TEACHING/LEARNING) HOURS: 11**

**PRESENTATION OF MODULE:** The module permits the learner to discover a past for which he/she is proud and without complex be open to the outside world.

**CONTRIBUTION OF MODULE TO THE AIM AND GOALS OF THE CURRICULUM:** This module contributes to the development of a citizenship spirit in the learner. It also permits him/her to discover the major African cultural traits and develop a sense of leadership.

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

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
Family (Bank) of situations	Examples of Situations	Category of Actions	Examples of Actions	Essential Knowledge				Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
				Topic	Sub-topics	Lessons	Notions/ concepts					
Leadership	<ul style="list-style-type: none"><li>- President of an association/ group</li><li>- Junior parliamentarian</li><li>- Family Head</li><li>- Successor</li><li>- Class Head</li></ul>	<ul style="list-style-type: none"><li>- The spirit of leadership</li><li>- Builder</li></ul>	<ul style="list-style-type: none"><li>- Negotiate</li><li>- Self defence</li><li>- Arbitrate</li><li>- Amend (compensate)</li><li>- Prevent</li><li>- Direct</li><li>- Organise</li><li>-Reconcile</li></ul>	The Golden Age of Africa	4. Africa: From the 9 <sup>th</sup> to the 16 <sup>th</sup> Century	6. Ghana: From the 9 <sup>th</sup> to the 10 <sup>th</sup> centuries <ul style="list-style-type: none"><li>- Situation in time and space</li><li>- Elements of its greatness (political, cultural, intellectual, diplomatic and economic)</li></ul>	<ul style="list-style-type: none"><li>- Conquering Empire</li><li>- Power</li><li>- Class society</li><li>- Intellectual life</li><li>- Religion</li></ul>	<ul style="list-style-type: none"><li>- Read the maps of these kingdoms</li><li>- Situate them on a time chart</li><li>- Identify important personalities and their leadership qualities</li><li>-Recount the epic (greatness) of Sundiata Keita, and Mansa Musa</li></ul>	<ul style="list-style-type: none"><li>- Sense of memory</li><li>- Responsibility</li><li>- Pride</li><li>- Respect for ingenuity</li><li>- Sense of initiative</li><li>- Self confidence</li><li>- Commitment</li><li>- Patriotism</li><li>- Bravery</li><li>- perseverance</li><li>- Courage</li><li>- Optimism</li></ul>	<ul style="list-style-type: none"><li>- Multimedia resources centres</li><li>- Library</li><li>- Museums</li><li>- Human resources (Teachers, resource persons etc.)</li><li>- Material resources</li></ul>	Same as for other Lessons	1 Hour

## FORM TWO CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
Family (Bank) of situations	Examples of Situations	Category of Actions	Examples of Actions	Essential Knowledge				Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
				Topic	Sub-topics	Lessons	Notions/ concepts					
Leadership	- President of an association/ group - Junior parliamentarian - Family Head - Successor - Class Head	- The spirit of leadership - Builder	- Negotiate - Self defence - Arbitrate - Amend (compensate) - Prevent - Direct - Organise -Reconcile	The Golden Age of Africa	4. Africa: From the 9 <sup>th</sup> to the 16 <sup>th</sup> Century	7. Mali  - Situation in time and space - Elements of its greatness (political, cultural, intellectual, diplomatic and economic)	- Conquering Empire - Power - Class society - Intellectual life - Religion	- Read the maps of these kingdoms - Situate them on a time chart - Identify important personalities and their leadership qualities -Recount the epic (greatness) of Sundiata Keita, and Mansa Musa	- Sense of memory - Responsibility - Pride - Respect for ingenuity - Sense of initiative - Self confidence - Commitment - Patriotism - Bravery - perseverance - Courage - Optimism	- Multimedia resources centres - Library - Museums - Human resources (Teachers, resource persons etc.) - Material resources	Same as for other Lessons	2 Hours
						8. Yoruba Cities - Situation in time and space - Elements of its greatness (political, cultural, intellectual, diplomatic and economic)						1 Hour

## FORM TWO CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
Family (Bank) of situations	Examples of Situations			Essential Knowledge				Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
		Topic	Sub- topics	Lessons	Notions/ concepts							
Leadership	- President of an association/ group - Junior parliamentarian - Family Head - Successor - Class Head	- The spirit of leadership - Builder	- Negotiate - Self defence - Arbitrate - Amend (compensate) - Prevent - Direct - Organise -Reconcile	The Golden Age of Africa	4. Africa: From the 9 <sup>th</sup> to the 16 <sup>th</sup> Century	9.The Congo kingdom  - Situation in time and space - Elements of its greatness (political, cultural, intellectual, diplomatic and economic)	- Conquering Empire - Power - Class society - Intellectual life - Religion	- Read the maps of these kingdoms - Situate them on a time chart - Identify important personalities and their leadership qualities -Recount the epic (greatness) of Sundiata Keita, and Mansa Musa	- Sense of memory - Responsibility - Pride - Respect for ingenuity - Sense of initiative - Self confidence - Commitment - Patriotism - Bravery - perseverance - Courage - Optimism	- Multimedia resources centres - Library - Museums - Human resources (Teachers, resource persons etc.) - Material resources	-Situate the empires studied on an African map and on a time chart  - Analyse available documents  - Learners should narrate legends about the Great Figures of these empires  - Choose a theme (topic) on the empires for debates	1 Hour
						10 & 11 Optional study  Study any 02 of the following:  - Zimbabwe - The Mossi Kingdom - The Hausa states - Songhai - Situation in time and space - Elements of its greatness (political, cultural, intellectual, diplomatic and economic)						1Hr x 2 = 2Hours

## FORM TWO CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
				Essential Knowledge				Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
Family (Bank) of situations	Examples of Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Lessons	Notions/ concepts					
Leadership	- President of an association/ group - Junior parliamentarian - Family Head - Successor - Class Head	- The spirit of leadership - Builder	- Negotiate - Self defence - Arbitrate - Amend (compensate) - Prevent - Direct - Organise -Reconcile	The Golden Age of Africa	4. Africa: From the 9 <sup>th</sup> to the 16 <sup>th</sup> Century	Further Study 3: African Heroes : Their Life History (Mansa Musa, Sundiata Keita, Anna Zingha, SonniAliBeretc...)					Exploit all available documents	1 Hour
						12.African Arts - Definition - Artistic sites - The forms of arts - The uses and artistic symbols	- Craft Industry - Forms of Art (common, palace, Sacred) -The symbolism of arts	- Identifying the different forms of arts - Identifying artistic symbols	- Sense of memory - Pride - Respect of ingenuity - Senseof initiative	Same as above	Same as for other lessons	2 Hours
						Guided Work 3 : The Arts of Cameroon : Enquiry about arts in their region (forms of arts, materials used ; uses and symbolism)					- Collect arts objects - Invite an artist of possible	1 Hour
						Further Study 4: Factors for the decline of African empires - Internal Factors -External Factors					Same as for all Further Studies	1 Hour

## FORM TWO CLASS

### MODULE 3

**TITLE OF MODULE:** Relations between Africa and rest of the world.

**NUMBER OF INSTRUCTIONAL (TEACHING/LEARNING) HOURS:**14

**PRESENTATION OF MODULE:** The module permits the learner to discover the past relations of Africa and the rest of the world.

**CONTRIBUTION OF MODULE TO THE AIM AND GOALS OF THE CURRICULUM:** This module permits the learner to be open to the world and to show proof of tolerance.

**CONTRIBUTION OF MODULE TO THE SYLLABUS AND AREA-OF-LIVING:** This module permits the learner to acquire inspiration from the past of others; in order to better build today's Africa.

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
Family(Bank) of situations	Examples of Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Lessons	Notions/ concepts	Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
Openness to others	<ul style="list-style-type: none"> <li>- Abandon national languages in favour of foreign languages</li> <li>-Commercial exchanges</li> <li>-Reception of foreign tourists</li> </ul>	Protection/ reinforcement of the African identity	Teach national languages to the youths	Relations between Africa and the rest of the world	5. The contacts of West Africa and the Sudan with the external world	13) Contacts between West Africa and the Sudan with the Arab and European Worlds -Situating in space - Exchange - Caravan routes - Consequences	-Exchange - Trans-Saharan trade -Caravan trade -Trade posts -Arab World - Arab Trade -Trade posts - Racial mixture (Métissage) -Navigation -Maritime Trade	-Read a map on caravan routes -Situating the first trade posts and contacts on a time chart -Identify the socio-cultural contributions of people from elsewhere -Identify the aspect of racial mixture (métissage) -Identify cultural traits specific to West Africa and the Sudan	-Sense of memory -Responsibility -Pride -Self-confidence -Perseverance -Sense of initiative	- Multimedia resources centres - Library - Museums - Human resources (Teachers, resource persons etc.) - Material resources	Same as for other Lessons	2 Hours
					6. The contacts of East Africa and the outside world	14) Contacts between East Africa and the Indian Ocean - Sea routes -Exchange -Consequences						2 Hours

## FORM TWO CLASS

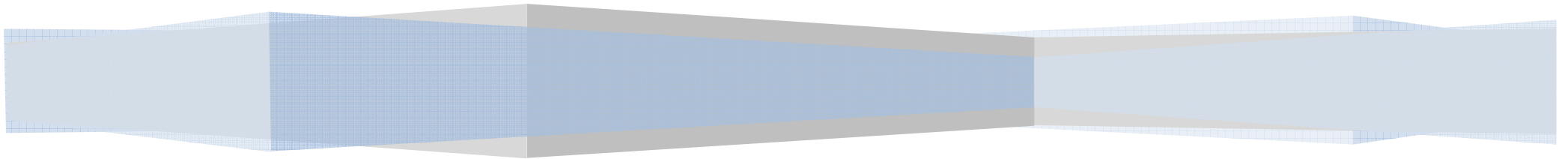
Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
Family(Bank) of situations	Examples of Situations	Category of Actions	Examples of Actions	Topic	Sub-topics	Lessons	Notions/ concepts	Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
Openness to Others	-Commercial exchanges - Reception of foreign tourists -Massive presence of Chinese - Speaking Pidgin English and Swahili - Massive presence of Chinese	Protection/ reinforcement of the African identity	- Protect national cultures  - Beware of the major traits of African History	Relations between Africa and the rest of the world	7. The first contact of Cameroon with the outside world	<b>15)The first contact of Cameroon with the Europeans</b> -Situat Cameroon - Situate the first contacts on a time chart -Exchange - Consequences	- Cameroon - Trade - Coastal People -Caravan trade -People of the Savannah	-Situat the first trade posts and contacts on a time chart -Identify the aspects of racial mixture (Métis sage) -Identify the cultural traits, specific to Cameroon -Identify the cultural traits, brought in by foreigners	-Sense of memory -Responsibility -Pride -Self-confidence -Perseverance -Sense of initiative	- Multimedia resources centres - Library - Museums - Human resources (Teachers, resource persons etc.) - Material resources	Same as for other Lessons	1Hour
						<b>Further Study 5: The name Cameroon</b> - Origin - Evolution						1Hour
	-Commercial exchanges  -Illegal Migrations  -The false lure of overseas  -The contempt of African values		- Sale of our products abroad  -Identify the weaknesses of other cultures  - Valorise our cultures	The evolution of Europe and America	8 Medieval Europe	<b>16) Europe from the Dark Ages to the Renaissance</b> -Situation in time and space -The characteristics of the Dark Ages -The characteristics of the Renaissance	-Middle Ages -Inquisition -Crusade -Feudalism -Church - Renaissance -Caravels (boat) -Architecture	-Read a map of Great Empires -Situat the invasions, crusades, the appearance of the first nobles on a time chart -Identify the elements of greatness of these Empires - Identify the elements of their decline -Identify the characteristics of the Dark Ages& the Renaissance	-Sense of memory -Responsibility - Pride -Self-confidence -Perseverance  -Sense of initiative	- Multimedia resources centres - Library - Museums - Human resources (Teachers, resource persons etc.) - Material resources	Same as for other Lessons	2Hours



## FORM TWO CLASS

Contextual Framework		Competent Acting (Functioning)		Resources								Duration of Lesson
Family(Bank) of situations	Examples of Situations	Category of Actions	Examples of Actions	Essential knowledge				Skills (Aptitudes)	Values & Attitudes	Other Resources	Methods& Techniques	
				Topic	Sub-topics	Lessons	Notions/ concepts					
Openness to Others	<div>- Illegal Migrations</div> <div>-The false lure of overseas</div> <div>-The contempt of African values</div>	Protection/ reinforcement of the African identity	<div>-Identify the weaknesses of other cultures</div> <div>- Valorise our cultures</div>	The evolution of Europe and America	<div>Further Study 6: Voyages of Discovery</div> <div>-Inventions that permitted the voyages of discovery (compass, caravel boats)</div> <div>- The Great Figures and their routes (discoveries)</div> <div>-The consequences</div>							2Hours
					10) America from the 8 <sup>th</sup> to 15 <sup>th</sup> centuries	17. The Americas: The Rise, Peak and Decline of the Incas, Maya and Aztec Empires	<div>-Religion</div> <div>-Architecture</div> <div>-Kingdom</div> <div>-Empire</div> <div>-Society</div>	<div>-Read a map of Great Empires</div> <div>-Situate the these great empires on a time chart</div> <div>-Identify the elements of greatness of these Empires</div> <div>- Identify the elements of their decline</div>	<div>- Sense of memory</div> <div>-Responsibility</div> <div>- Pride</div> <div>-Self-confidence</div> <div>-Perseverance</div> <div>-Sense of initiative</div>	<div>- Multimedia resources centres</div> <div>- Library</div> <div>- Museums</div> <div>- Human resources (Teachers, resource persons etc.)</div> <div>- Material resources</div>	2Hours	
					<div>Further Study 7: The religions of pre-Columbian America</div> <div>- The gods</div> <div>- Temples</div> <div>- Religious Symbols and Rites</div>							2Hours

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



# **TERMINOLOGY (GLOSSARY)**

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

**Curricula Aim:** stated principles that orient a curriculum

**Curricula Goals:** General objectives of the curriculum.

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

**Chapter:** A group of related topics.

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

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

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

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

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

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

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

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

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

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

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

**Essential knowledge:** Knowledge from disciplines.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# **INTERPRETATION AND UTILISATION OF THE SYLLABUS GRID**



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

## 1. How to interpret the syllabus grid

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

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

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

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

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

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

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

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

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

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

## 2. How to utilise the syllabus grid

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

# METHODOLOGICAL APPROACH

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

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

### **I-Discussion/Debate**

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

### HOW TO CARRY OUT DISCUSSION IN CLASS

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

### DEALING WITH DIFFICULTIES

Difficulties	Remediation
Inaccurate information given by the learner	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Decide when to correct the misunderstanding yourself</li> </ul>
When the students are reticent or reluctant to speak	<ul style="list-style-type: none"> <li>- Remind them the objective is to explore ideas and points of view not to find the correct answer.</li> </ul>
When discussion becomes disorderly	<ul style="list-style-type: none"> <li>- Remind the students of the two rules set at the beginning or start of the discussion</li> </ul>
When the talking is monopolized by a few students of a group	<ul style="list-style-type: none"> <li>- Incite the other students to participate through questions</li> <li>- Ask those that have remained silent to read what they have written down</li> </ul>
When discussions turn off to sensitive political issues, religious convictions/practice or cultural beliefs	<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> </ul>

## II- BRAINSTORMING

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

### HOW TO CARRY OUT BRAINSTORMING IN CLASS

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

### DEALING WITH DIFFICULTIES

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

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

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

**DEALING WITH DIFFICULTIES**

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

#### IV- INTERVIEWING

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

##### HOW TO CARRY OUT INTERVIEWS IN CLASS

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

##### DEALING WITH DIFFICULTIES

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



## V- SMALL GROUPS

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

### HOW TO CARRY OUT SMALL GROUPS IN CLASS

Objectives	Preliminary steps	Leading the group
<ul style="list-style-type: none"> <li>- Have every student participate in the discussion and search for solutions</li> <li>- Develop initiative and cooperation skills (common research of solutions to problems)</li> <li>- Share and expand ideas</li> <li>- Experience teamwork</li> <li>- Assume leadership and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>- Successful, small group work depends on three factors.               <ol style="list-style-type: none"> <li>1) Clear instructions on the task to be accomplished</li> <li>2) Time available</li> <li>3) Imaginative and effective presentations to the large group</li> </ol> </li> <li>- 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.</li> <li>- 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).</li> </ul>	<ul style="list-style-type: none"> <li>- State clearly the task and the results expected.</li> <li>- Fix a time limit for the task to be accomplished</li> <li>- Ask the members of the group to assign responsibilities: moderator, time-keeper, reporter</li> <li>- Explain the task of the moderator and the reporter and help the students to fulfil their role</li> <li>- Determine how the group will report the work of the small-groups oral presentation, role play etc.</li> <li>- Circulate within the groups; ask questions and follow-up the evolution of the work in groups.</li> </ul>

### DEALING WITH DIFFICULTIES

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

## VI-ANALYSING DOCUMENTS

Documents are at the centre of instruction in social sciences.

### a) TYPES OF DOCUMENTS

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

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

### HOW TO CARRY OUT AN ANALYSIS OF DOCUMENTS IN CLASS

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

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

Objectives	Preliminary steps	Leading the group
<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Let the students read or observe the document in order to get to know the content and have enough time to discuss it.</li> <li>Present the photographs by explaining their purpose and the context.</li> <li>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.</li> </ul>	<p>Then, use questions relative to the topic of the lesson</p> <ul style="list-style-type: none"> <li>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.</li> </ul>

**VII. INQUIRIES**

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

**HOW TO CARRY INQUIRIES IN CLASS**

Objectives	Preliminary steps	Leading the group
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate/state the topic</li> <li>Define the objectives of the inquiry</li> <li>Have the questionnaire elaborated</li> <li>Determine/choose the resource person or the public targeted and place</li> <li>Choose the student responsible for the inquiry.</li> <li>Discuss with the students on the stages and the right attitude to display.</li> </ul>	<ul style="list-style-type: none"> <li>Present yourself in front of the resource person</li> <li>Invite the students to ask prepared questions to conduct the inquiry.</li> <li>Moderate the interview if necessary</li> <li>Thank the resource person at the end of the session</li> <li>Sort out and analyse the result</li> <li>Restore in the form of presentation and/ or an album</li> <li>Exploit the information</li> </ul>

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

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

**Article 3:** All previous provisions shall be abrogated.

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

Yaoundé, 13 AUG 2014

THE MINISTER OF SECONDARY EDUCATION



*Louis Bapes Bapre*

**Copies :**

- PRC
- PM
- MINESEC/SEESEC
- MINESEC/SG
- IGE
- DSGE
- RDSE/DDSE
  - Education Secretaries
  - School Heads
  - Files/Archives