

REPUBLIC OF CAMEROON  
Peace – Work – Fatherland  
-----  
MINISTRY OF BASIC EDUCATION  
-----



REPUBLIQUE DU CAMEROUN  
Paix – Travail – Patrie  
-----  
MINISTERE DE L'EDUCATION DE BASE  
-----

# Cameroon Primary School Curriculum

---

---

**English Subsystem**  
**Level II: Class 3 & Class 4**

---

---

2018

Property of MINEDUB  
Not for sale!



We are building today what tomorrow will be.

---

## FOREWORD


Nursery and Primary Education is the foundation of sustainable learning. It is on this basis that Cameroon has ratified several conventions related to compulsory education. These conventions range from the Jomtien Education Framework of 1990, the Salamanca Statement of 1994, the Dakar Framework of 2000 to the Incheon Declaration of 2015 precisely the fourth Sustainable Development Goal (SDG4).

Besides these international conventions, the Constitution of the Republic of Cameroon guarantees the right of the child to education and further highlights it in the 1998 Law to Lay Down Guidelines for Education. In view of becoming an emergent nation by the year 2035, the government developed the Growth and Employment Strategy Paper (GESP) in 2009 to provide major orientations to all sectors of the society. The document tasked ministries in charge of education to develop the human capital required to attain this vision. The 2013-2020 Education and Training Sector Strategy Paper (ETSSP) clearly defines the missions of each sub-sector in the educational system.

This curriculum is designed to guide the development of knowledge, skills and attitudes in the learners and to set the foundation for learning with emphasis on Science, Technology, Engineering and Mathematics (STEM). The curriculum therefore responds to one of the key missions assigned to the Ministry of Basic Education (MINEDUB).

This new pedagogic tool replaces the one of 1987 for the nursery and that of 2000 for the primary. My fervent wish is that the entire education community explores and makes maximum use of this document in order to enable the nursery and primary school learners attain knowledge-based, skill-based and attitude-based proficiencies upon graduation. In this way, they will be able to cope with the different educational and/or professional options available to them at the end of the primary school cycle and embrace lifelong learning, no matter the post-primary path they choose.

*The Minister of Basic Education*



*P. Laurent Serge Etoundi Ngoua*

---

---

## PREFACE

This curriculum has taken into consideration the fact that learners have unique personalities, talents, attitudes, and interests that they bring into the classroom. They also have a variety of experiences which the teacher must build on, in order to effect and affect the teaching – learning process. The learners’ uniqueness and variety of experiences are primordial in the development of any school curriculum. Analyses of curricula that have been successful in many countries throughout the world suggest that appropriate curriculum design should:

- involve parents in their children’s education
- develop an atmosphere based on sound human relationships
- establish a balance between child-directed and teacher-directed activities
- specify objectives and needs of individual learners
- emphasise on pragmatic and play-based learning in pre-primary and primary education

Basic Education moulds learners and encourages them to be dynamic and creative. Hence, the 1996 Constitution of the Republic of Cameroon clearly spells out the State’s engagement in guaranteeing the child’s right to education. Cameroon also adheres to the Human Rights Declaration and related legal instruments. Every child is endowed with learning potentials which need to be awakened and guided by appropriate instruction and instructional materials. Consequently, the Ministry of Basic Education (MINEDUB) has undertaken a massive reform of the Nursery and the Primary school curricula, an activity that aims at ensuring quality basic education for all Cameroonian children. This will therefore serve as an important reference and working document for teachers and the entire education community.

In order to render the curriculum standard and to guarantee quality assurance, the following phases and procedures were followed:

- writing and validating the Cameroon National Core Skills Framework
- carrying out needs analysis
- writing and validating the Curriculum Framework
- training of 105 writers by consultants
- writing the first draft
- reading and evaluating the first draft by the scientific committee
- integrating the recommendations and suggestions of the scientific committee
- experimenting the curriculum in all the ten regions of Cameroon
- integrating the recommendations and suggestions from the field
- re-evaluating the curriculum by the scientific committee
- integrating the recommendations and suggestions from the scientific committee
- reviewing the curriculum by the consultants and the scientific committee
- finalising and validating the curriculum

The inclusive nature of this document therefore makes it user-friendly, thus, the classroom teachers should be able to claim ownership of it and be totally accountable for its implementation.

It is also worth noting that priority was given to national expertise by working with two renowned consultants representing the language of instruction of the two subsystems. This was done in strict respect of the specificities of the two subsystems of education in conformity with the provisions of the 1998 Law to Lay Down Guidelines for Education in Cameroon. Following the recommendations of the Curriculum Framework, the two subsystems have the same domains, weighting, core skills and broad-based competences, and activities for the nursery cycle and subjects for the primary cycle.

---

However, each subsystem has maintained its specificities with regards to learning strategies/methods, teaching-learning materials, and assessment strategies and tools.

As a matter of fact, this is a hands-on document aimed at rendering the job of the classroom practitioner lighter and more enjoyable. The annual time allocation has been calculated and activities for the Nursery school as well as subjects for the Primary school cycle identified and built under appropriate domains. The competences from the National Core Skills Framework to be developed by each subject area have also been clearly stated. Besides, the activities and/or subjects are technically distributed to represent the weighting that was hitherto given to the various domains. The major teaching-learning approach: the Project Based Learning which is supported by the Integrated-Theme Learning and the Cooperative Learning strategies has been explained. Furthermore, the importance of assessment is reiterated in order to encourage the classroom teacher to constantly exploit and maximise its use. A glossary is provided to situate the user on the contextual use of some key concepts.

Summarily, the ADDIE Model guided the entire process of the curriculum development as follows:

**A** for the **A**nalysis phase, explains the situational analysis (teachers, learners, supervisors, education community)


**D** for the **D**esign phase, focuses on the structure of teaching-learning and assessment of learning outcomes

**D** for the **D**evelopment phase, is where the writing and re-writing of all the planned activities in the design phase are carried out

**I** for the **I**mplementation phase, covers the period of the experimentation. This period offers feedback for revision

**E** for the **E**valuation phase, is where plans for the evaluation of the entire curriculum are made as it is progressively being used

It is worthy to mention here that globalisation has severely impacted contemporary instructional processes. Increasingly, our society is rocked by various challenges which include economic recession, advancing technologies, changing family relationships, violence in communities, exclusion, intolerance and identity crisis. These issues constitute a serious hurdle to pedagogues who must derive appropriate strategies to handle them. Educators and parents are, therefore, called upon to embrace this important change and to work in harmony. Learners are expected to acquire necessary life skills such as autonomy, honesty, adaptability to technological changes, respect for self, respect for others and respect for institutions, as well as the 21<sup>st</sup> century skills: collaboration, teamwork, creativity, problem solving and critical thinking for effective lifelong learning.



*Prof. Atemajong Justina*  
*epse Njika*

---

---

## Table of Contents

<b>FOREWORD</b> .....	3
<b>PREFACE</b> .....	4
<b>List of Tables</b> .....	8
<b>List of Figures</b> .....	9
<b>List of Abbreviations and Acronyms</b> .....	10
<b>GENERAL INTRODUCTION</b> .....	11
<b>PART ONE: OVERVIEW</b> .....	13
The Learner’s Profile.....	13
Domains, Weighting, Competences and Subjects.....	14
Integrated Learning Themes (ILTs).....	15
Pedagogic Approaches.....	16
Project-Based Learning (PBL).....	16
Cooperative Learning (CL).....	18
Assessment.....	19
Types of Assessment.....	19
Weighting and Time Allocation.....	20
Rapport between the Learning Domains and the National Core Skills/Broad-based Competences....	21
Plan of Action for the Teaching-Learning Cycle.....	23
<b>PART TWO: DEFINITION OF DOMAINS AND THEIR CARRIER SUBJECTS</b> .....	25
Domain 1: Basic Knowledge.....	25
English Language and Literature.....	25
Mathematics.....	26
Science and Technology.....	28
Français.....	29
Domain 2: Communal Life and National Integration.....	30
Social Studies.....	30
Domain 3: Vocational and Life Skills.....	32
Vocational Studies.....	32

Arts.....	33
Physical Education and Sports.....	35
Domain 4: Cultural Identity.....	36
National Languages and Cultures.....	36
Domain 5: Digital Literacy.....	38
Information and Communication Technologies (ICTs).....	38
<b>PART THREE: CONTENTS OF THE SYLLABUS.....</b>	<b>40</b>
Contents of English Language and Literature.....	41
Contents of Mathematics.....	50
Contents of Science and Technology.....	53
<i>Les contenus du Français</i> .....	61
Contents of Social Studies.....	71
Contents of Vocational Studies.....	77
Contents of Arts.....	81
Contents of Physical Education and Sports.....	83
Contents of National Languages and Cultures.....	85
Contents of Information and Communication Technologies.....	89
<b>BIBLIOGRAPHY.....</b>	<b>95</b>
<b>GLOSSARY.....</b>	<b>97</b>
<b>LIST OF CONTRIBUTORS.....</b>	<b>99</b>

---

---

## List of Tables

Table 1: Domains, Weighting, Competences to be Developed and Related Subjects.....	15
Table 2: Integrated learning themes .....	16
Table 3: Annual Learning Time in hours per Level and Subject Area for the Single Shift System.....	20
Table 4: Weekly Learning Hours per Level and Subject Area for the Single Shift System.....	20
Table 5: Annual Learning Time in hours per Level and Subject Area for the Double Shift System.....	21
Table 6: Weekly Learning Hours per Level and Subject Area for the Double Shift System.....	21
Table 7: Terminal Learning Outcomes and Evaluation Criteria (English Language and Literature).....	26
Table 8: Terminal Learning Outcomes and Evaluation Criteria (Mathematics).....	27
Table 9: Terminal Learning Outcomes and Evaluation Criteria (Science and Technology).....	29
<i>Tableau 10: Attentes à la fin de niveau.....</i>	<i>30</i>
<i>Tableau 11: Critères d'évaluation .....</i>	<i>30</i>
Table 12: Terminal Learning Outcomes and Evaluation Criteria (Citizenship).....	31
Table 13: Terminal Learning Outcomes and Evaluation Criteria (Vocational Studies).....	33
Table 14 Terminal Learning Outcomes and Evaluation Criteria (Arts).....	34
Table 15: Terminal Learning Outcomes and Evaluation Criteria (PES).....	36
Table 16: Terminal Learning Outcomes and Evaluation Criteria (National Languages and Cultures).....	37
Table 17: Terminal Learning Outcomes and Evaluation Criteria (ICTs).....	39
Table 18: Integrated Learning Themes for Level I and Level II (classes 1/2/3/4).....	40
Table 19: Integrated Learning Themes for Level III (classes 5/6).....	40
Table 20: English Language and Literature contents, expected learning outcomes and methodology.....	41
Table 21: Mathematics contents, expected learning outcomes and methodology.....	48
Table 22: Science and Technology contents, expected learning outcomes and methodology.....	52
Table 23: <i>Les contenus de Français .....</i>	<i>60</i>
Table 24: Social Studies contents, expected learning outcomes and methodology.....	71
Table 25: Vocational Studies contents, expected learning outcomes and methodology.....	77
Table 26: Arts contents, expected learning outcomes and methodology.....	81
Table 27: Physical Education Sports contents, expected learning outcomes and methodology.....	83
Table 28: National Languages and Cultures contents, expected learning outcomes and methodology.....	85
Table 29: Information and Communication Technologies contents, expected learning outcomes and methodology.....	88



---

---

## List of Figures

Figure 1: Link between the Learning Domains and the National Core Skills/Broad-based Competences.....	22
Figure 2: Cyclical Teaching and Learning Process.....	24
Figure 3 Components of English Language and Literature.....	25
Figure 4: Components of Mathematics .....	27
Figure 5: Components of Science and Technology.....	28
Figure 6: <i>Les composants du français</i> .....	29
Figure 7: Components of Social Studies.....	31
Figure 8: Components of Vocational Studies .....	32
Figure 9: Components of Arts.....	34
Figure 10: Components of Physical Education and Sports.....	35
Figure 11: Components of National Languages and Cultures.....	37
Figure 12: Components of Information and Communication Technologies.....	38



---

## List of Abbreviations and Acronyms

ADEA	Association for the Development of Education in Africa
CESA	Continental Education Strategy for Africa
EFA	Education For All
ETSSP	Education and Training Sector Strategy Paper
GACL	General Alphabet of Cameroonian Languages
GESP	Growth and Employment Strategy Paper
ICT	Information and Communication Technology
IGE	Inspectorate General of Education
ILT	Integrated Learning Themes
MDGs	Millennium Development Goals
MINEDUB	Ministry of Basic Education
PBL	Project Based Learning
PES	Physical Education and Sports
SDGs	Sustainable Development Goals
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations International Children’s Emergency Fund

---

## GENERAL INTRODUCTION

In 1990, the World Conference on Education For All (EFA) which held in Jomtien, Thailand, made a clarion call for universal quality primary education. During this conference, emphasis was laid on access, equity and quality primary education for all. Apart from declaring that “Education is the fundamental right for all people, women and men of all ages throughout the world”, the EFA conference also underscored that

*...active and participatory approaches are particularly valuable in assuring learning acquisition and allowing learners to reach their fullest potentials. It is, therefore, necessary to define acceptable levels of learning acquisition for educational programmes and to improve and apply systems of assessing learning achievement.*

A decade after Jomtien, in the year 2000, the World Education Forum held in Dakar, Senegal where the Dakar Framework for Action focused, among others, on “HIV/AIDS, early childhood education, school health, education of girls and women, adult literacy and education in situations of crisis and emergency”. To further expand on the education agenda of Jomtien, the Dakar meeting, after careful evaluation, extended the scope of educational imperatives to include:

- *Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children*
- *Ensuring that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have **access to and complete free and compulsory primary education of good quality***
- *Ensuring that the learning needs of all young people and adults are met through equitable access to **appropriate learning and life-skills programmes***
- *Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults*
- *Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality*
- *Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.*

There was renewed zeal to move the agenda of education forward as key stakeholders to the course of education at the World Education Forum 2015 in Incheon, Korea declared that:

*building on the legacy of Jomtien and Dakar, this Incheon Declaration is a historic commitment by all of us to transform lives through a new vision for education, with bold and innovative actions, to reach our ambitious goal by 2030. Our vision is to transform lives through education, recognizing the important role of education as a main driver of development and in achieving the other proposed SDGs. We commit with a sense of urgency to a single, renewed education agenda that is holistic, ambitious and aspirational, leaving no one behind.*

In order to meet up with these education milestones, Cameroon had to carry out major actions which included the writing of syllabuses on HIV/AIDS, on Human Rights and on ICTs. Furthermore, the revision of curricula to align with the provisions of the Incheon World Education Forum became imperative.

---

---

The vision of the new curriculum falls in line with the SDG4 which seeks to ensure inclusive and equitable quality education and promote lifelong learning for all with focus on access, equity and inclusion, quality and learning outcomes within a lifelong learning approach. This is in line with the vision of the Education Forum which states that by 2030, all girls and boys should be able to complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. Access to quality early childhood development, care and pre-primary education should be granted so that children are ready for primary education. By the same token, all men and women should have affordable and quality technical, vocational and tertiary education, including university; and the number of youths and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship should be substantially increased.

In addition, the vision of the Continental Education Strategy for Africa (CESA 2016-2025), reorienting “Africa’s education and training systems to meet knowledge, competencies, skills, innovation and creativity required to nurture African core values and promote sustainable development at the national, sub-regional and continental levels” has carefully been addressed in this curriculum. The present curricular reform, taking its cue from these instruments, is an attempt to respond to current trends so as to provide an education, from early childhood, that would address the needs of each child through the development of their mind-set. This is in corroboration with the law to Lay Down Guidelines for Education (1998) which states in Article 4 that ***the general aim of education is to ensure the intellectual, physical, civic and moral development of the child as well as its economic, socio-cultural, political and moral integration in the society.***

Nonetheless, faced with the problem of quality and the phasing out of the Cameroon Primary School Syllabuses for both subsystems, which date as far back as 2000, the building up of a new curriculum became a necessity.

The concerns raised by the International, Continental and National instruments reviewed above, were addressed in the National Core Skills Framework: communication in the two official languages, (English and French), and the use of at least one national language; use of basic notions in Mathematics, Science and Technology; practice of social and citizenship values; demonstration of the spirit of autonomy, a sense of initiative, creativity and entrepreneurship; use of basic Information and Communication Technology concepts and tools; practice of lifelong learning; and the practice of Physical, Sports and Artistic activities. These National Core Skills are hinged on the Broad-Based Competences namely: intellectual, methodological, personal and interpersonal, and communication competences. The National Core Skills Framework constitutes the springboard of this curriculum.

The curriculum is presented in three parts. Part One gives an overview of the document, Part Two defines the domains and the subjects, while Part Three provides the contents of the syllabus.

---

---

## PART ONE

### OVERVIEW

This section presents the learner's profile at the end of primary school in Cameroon, the domains and subjects, the competences to be developed, the integrated learning themes, the pedagogical approaches, assessment strategies, weighting and the time allocated to the different subjects.

### The Learner's Profile

The Ministry of Basic Education intends to develop the knowledge, skills and attitudes of learners under its authority. At the end of the primary school cycle, the learner is expected to have acquired national core skills in view of stepping into secondary school or engaging in other learning contexts or activities. Furthermore, the learner must equally have acquired key values in the five domains. On a similar note, they should show interest in learning all the subjects.

The Cameroon Education System outlines seven National Core Skills which should be acquired by the end of both nursery and primary cycles of education. They include:

1. ***Communication in the two official languages (English and French) and the use of at least one national language***

Communication in English, in French and in at least one National Language implies the ability to use the four language skills of these languages. The learner should be able to listen, communicate orally, and be able to read and to write. The language competence is a prerequisite for access to other core skills.

2. ***Use of basic notions in Mathematics, Science and Technology***

Introducing notions of Mathematics, Science, and Technology involves the acquisition of knowledge, skills and attitudes in these subject areas and the ability to use them to address challenges in real life situations.

3. ***Practice of Social and Citizenship Values (morality, good governance and budgetary transparency)***

This involves inculcating patriotic, moral, citizenship and values of good governance in the learners of both cycles so as to prepare them for a harmonious insertion into the society.

4. ***Demonstration of the Spirit of Autonomy, a Sense of Initiative, Creativity, and Entrepreneurship***

Developing this competence in the learner calls for the assembling of multidisciplinary knowledge and skills in view of developing the learners' social integration skills, creativity as well as managerial and entrepreneurial potentials.

5. ***Use of Basic Information and Communication Technology Concepts and Tools***

Generally, this core skill requires the use of information and communication technology tools in school and in society. It is related to healthy, safe and responsible use of various ICT devices for learning and for leisure activities. In addition to this, it develops logical and critical thinking, automated management of information (analysing, summarizing, and assessing), and apt communication skills.

---

## 6. *Practice of Lifelong Learning*

This implies that the learner will demonstrate the desire and the will to continue education and organize self, especially through efficient time and information management.

## 7. *Practice of Physical, Sports and Artistic Activities*

This competence provides learners with a platform to develop their physical, psycho-motor, artistic, personal and interpersonal skills as well as improve their wellbeing. It enables them to acquire knowledge, skills and attitudes required for their participation in various physical, psycho-motor, sports and leisure activities in order to strengthen social harmony and ensure a healthy lifestyle.

## **Broad-based Competences**

In addition to acquiring the National Core Skills at the end of Primary Education, pupils should equally exhibit the four broad-based competences namely:

### **1. Intellectual competences**

Intellectual Competences include:

- exploiting information
- solving problems
- acquiring logical thinking and a sense of observation
- exercising critical judgement
- practising creative and innovative thinking

### **2. Methodological competence**

Methodological competences include:

- giving self efficient working methods
- exploiting information and communication technologies
- organizing learning
- arousing the desire to learn each subject

### **3. Personal and interpersonal competences**

Personal and interpersonal competences enable the learner to:

- develop his/her personality
- acquire abilities in view of his/her socio-cultural integration and individual fulfilment
- cooperate with others

### **4. Communication competences**

Communication competences enable the learner to:

- communicate in an appropriate manner in the two official languages
- communicate in at least one national language

## **Domains, Weighting, Competences and Subjects**

In Table 1 that follows, the domains and their weightings are provided. The competences from the National Core Skills Framework that each domain develops are indicated and the subjects that are needed to develop these competences are equally listed.

**Table 1: Domains, Weighting, Competences to be Developed and Related Subjects**

N°	Domain/Weighting	Competences to be Developed	Subjects
1	Basic knowledge (60%)	<ul style="list-style-type: none"><li>- Communication in the two official languages (English and French) and use of at least one national language</li><li>- Use of basic notions in mathematics, science and technology</li><li>- Practice of lifelong learning</li><li>- The four broad-based competences</li></ul>	<ul style="list-style-type: none"><li>- English Language and Literature</li><li>- Mathematics</li><li>- Science and Technology</li><li>- <i>Français</i></li></ul>
2	Communal life and national integration (5%)	<ul style="list-style-type: none"><li>- Practice of social and citizenship values (morality, good governance and budgetary transparency)</li><li>- Practice of lifelong learning</li><li>- The four broad-based competences</li></ul>	<ul style="list-style-type: none"><li>- Social Studies</li></ul>
3	Vocational and life skills (20%)	<ul style="list-style-type: none"><li>- Demonstration of the spirit of autonomy, a sense of initiative, creativity, and entrepreneurship</li><li>- Practice of physical, sports and artistic activities</li><li>- Practice of lifelong learning</li><li>- The four broad-based competences</li></ul>	<ul style="list-style-type: none"><li>- Vocational Studies</li><li>- Arts</li><li>- Physical Education and Sports</li></ul>
4	Cultural identity (5%)	<ul style="list-style-type: none"><li>- Practice of lifelong learning</li><li>- The four broad-based competences</li></ul>	<ul style="list-style-type: none"><li>- National Languages and Cultures</li></ul>
5	Digital Literacy (10%)	<ul style="list-style-type: none"><li>- Use of basic information and communication technology concepts and tools</li><li>- Practice of lifelong learning</li><li>- The four broad-based competences</li></ul>	<ul style="list-style-type: none"><li>- Information and Communication Technologies (ICTs)</li></ul>

The curriculum is learner - centred and is based on the development of skills needed to meet the challenges of contemporary Cameroon in particular and the world at large. The syllabuses are presented in three levels: Level 1 (class 1 and class 2), Level 2 (class 3 and class 4) and Level 3 (class 5 and class 6). In all, ten subjects have been identified from the five domains namely: English Language and Literature, Mathematics, Science and Technology, French, Social Studies, Vocational Studies, Arts, Physical Education and Sports, National Languages and Cultures, and Information and Communication Technologies (ICTs). Details about these subject areas (expected learning outcomes, content areas, suggested methods and didactic materials) are laid out in Part Three.

### **Integrated Learning Themes (ILTs)**

In order to make learning relevant to daily life, eight integrated learning themes have been identified to develop skills necessary for the harmonious integration of learners in the society. The ILTs for the primary school cycle are presented in table 2.



**Table 2: Integrated Learning Themes**

Level I	Level II	Level III
- The home	- The home	- Nature
- The village/town	- The village/town	- The village/town
- The school	- The school	- The school
- Occupations	- Occupations	- Occupations
- Travelling	- Travelling	- Travelling
- Health	- Health	- Health
- Games	- Games	- Sports and leisure
- Communication	- Communication	- The universe and space

The use of integrated learning themes represents the fundamentals of project-based learning. They facilitate the learning-teaching process and make the essence of PBL come to light. The process entails integrating themes that have been developed in order to facilitate teaching-learning in the Primary School. These themes will constitute the basis of contextualizing the concepts of the subjects. Integrated learning themes are the foundation on which all the activities for a defined period of time within the school year are expected to take place. This can be done for some weeks, months or beyond and has a direct impact on project-based learning. An integrated approach unites all subjects and gives opportunities to the learners to learn more through variant contents. Children will consequently develop a deeper understanding of contents in their local contexts.

The approach allows learners to explore, gather, process, refine and present information. It also allows learners to engage in purposeful and relevant learning. Learners are expected to see the interconnectedness within curriculum areas. It is based on skill development around a particular theme that is relevant to the pupils in the class.

### **Pedagogic approaches**

Teaching methods are special procedures through which educational goals are attained. The Cameroon education system has experienced pedagogic evolutions from the Objective-based Approach (OBA) through the Inferential Thinking Approach, that was referred to as “New Pedagogic Approach” to the Competence-based Approach (CBA) or the Behavioural Objective-based Approach which is in use today. The CBA facilitates the development of skills through the practice of Project Based Learning, Cooperative Learning and Integrated Theme Learning. The underlying philosophy of the CBA requires that learning should be based on the potentials of the learner. The learner should be responsible for his/her own learning. Focus is on learning and not on teaching. It is important for the classroom teachers to diligently determine the characteristics of their learners. Lesson preparation should always implicitly or overtly provide for gender equity, for inclusiveness and for multiple intelligences.

The pedagogic practices that make the learners more responsible for their own learning include:

### **Project-Based Learning (PBL)**

Project-based learning is a pragmatic approach to learning in which learners create their own knowledge through learning activities built around intellectual inquiry and a high degree of engagement with meaningful tasks. Projects are designed to allow learners with a variety of different learning styles to demonstrate their acquired knowledge, skills and attitudes. Therefore, a well-designed Project-Based Learning activity is one which addresses different learning styles and does not assume that all learners



---

---

can demonstrate their knowledge, skills and attitudes in a single or standard way. It is an effective way of connecting classroom activities to the real world through a process of integrating the four broad-based competences in the learner's life. PBL is an "investigative" or "discovery" type of learning. It is a research-based method of learning, wherein, together with the learners, questions are asked, investigated and solutions proposed and presented.

Commitment to project-based learning enables the learner to solve many problems and makes the teaching-learning process more skill-based. In practical terms, PBL can be implemented in the following ways:

1. Identify a problem: This has to be done together with the learners in order to give them ownership of their learning and of the final product which will be the project. Once a problem is identified, a project is designed to bring about a solution to the said problem.
2. Identify all the parts of a project namely: Beginning, progression and a culminating event. That is, you should master how to start off with the project because as mentioned earlier, it should be a process that involves learning across the curriculum or better still, across all subjects. There is a progression part in a project in Project-Based Learning in order to show that the project is not an end in itself but a means to an end. This implies that the subjects are taught in order to enable the learner either solve a problem or produce something concrete.
3. Brainstorm with colleagues about the progression and set aside a "Project Book" where ideas are jotted down. Points about the progress of the project should equally be jotted (monitoring progress). This enables the actors in the project to see what is working and what is not working and reformulate questions and bring out more concrete solutions. This will also lead or aid in the culmination event where the entire process will be explained.
4. Discuss with learners. Learners are skilfully guided both in class and at the project site towards the realisation of the project. The learner's place should not be taken up by the teacher; they should be guided to complete or carry out tasks as individuals and as groups as the case may be. The tasks should not be carried out for them: leading questions and clues are vital in helping them carry out their tasks.
5. Assign a role to every learner. No learner should feel isolated or abandoned nor left behind. Assigning roles empowers them and builds the spirit of togetherness, initiative, creativity and responsibility in the learner.
6. Discuss the progress of the project with individual learners, groups and with the whole class. Discussing the progress of the project entails participation, improving on aspects that are lacking and making the project participants (learners) feel anxious to complete the task/solve the problem.
7. Respect all the three parts of the project, that is, introduction (identifying a problem and proposing a solution that is a project), progression (carrying out the project) and the culmination event (presenting and evaluating the project).

**NB:** The culmination event is paramount and should not be left out. It must be a presentation by the learners while the teacher evaluates the success of the project with the help of the points in the "Project exercise/note book". Project-based learning helps the teacher to assess learners as many times as the need arises.

---

## Benefits of Project-based Learning

Project-based learning:

- promotes lifelong learning skills
- enhances logical thinking
- promotes team spirit and hard work
- promotes entrepreneurial skills
- promotes bonding and interaction
- creates responsible attitudes in learners
- helps learners to manage their resources
- motivates learners
- builds confidence in learners
- renders learning practical
- situates learning in a real life situation
- makes learners inquisitive/curious
- develops problem-solving skills in learners
- improves on learners communication skills
- makes the task of assessment and evaluation for the teacher easier and more enjoyable

## Cooperative Learning (CL)

Cooperative learning is a specific kind of collaborative learning. In cooperative learning, pupils work together in small teams on a structured activity. They are individually accountable for their work, and for the work of the group as a whole. The Integrated Theme Learning and Cooperative Learning are supporting strategies of the PBL.

The strategy consists of putting learners into small, mixed-ability learning teams. They are responsible not only for learning the contents in question, but also for helping their teammates learn. The most amazing thing here is that the learning process becomes a web, wherein you do not succeed alone. The learners must be made to understand that if one person fails, the entire team/boat sinks, and if one person succeeds, the success affects everyone else. Within cooperative learning teams, pupils discuss the material to be learned with one another, and support each other to understand it, and encourage and help one another to have a clear understanding of their participation. Teams differ from groups because cooperative learning is constituted of teams whereby:

- goals are shared
- information is circulated
- roles are assigned
- materials are managed
- teammates depend on one another to complete tasks successfully
- pupils learn to respect each other's contributions and opinions
- pupils engage in "cognitive collaboration." They must organize their thoughts to explain ideas to teammates
- pupils have fun while learning
- pupils' social nature is used to their advantage
- social, leadership, communication, decision making, problem solving, and conflict resolution skills are developed

---

## Assessment

Assessment is the process of passing judgements on learners' knowledge, skills and attitudes with the sole aim of making decisions about their education. It is an integral part of the teaching-learning process in the Primary School and constitutes part of the curriculum. Assessment is a means of objectively informing parents, guardians and policy makers on learners' progress in school.

Diverse tools should be used to collect information about the learner in order to moderate and increase learners' chances of learning from one another. Nevertheless, learners must be assessed fairly and at the same time taking into consideration that each learner has their learning styles. Consequently, all the learners may not always be at the same level of attaining the expected learner outcome.

Assessment in primary schools in Cameroon can take three forms (oral, written, practical). There are many ways through which information can be gathered about learner's progress. This can be done through: observation checklists; learner's self-assessment; daily practical assignments; samples of learner's work; learner's willingness to participate and contribute in projects/conferencing; oral and written quizzes; portfolios; willingness to be involved in class and school activities.

It is worth stating that formative and summative assessment should take into consideration knowledge, skills and attitudes as indicated on the "Expected Learning Outcomes" column of each subject.

### Types of Assessment

**Diagnostic Assessment:** This type of assessment verifies what the learner already knows and it is used to improve on the learner's achievement. Hence, each time we have to embark on a learning and teaching experience, we must always try to find out learners' level of competence and/or knowledge, skills and attitudes about the new material. This helps the teacher develop strategies and activities that can be used to facilitate learning.

**Formative Assessment:** This type of assessment keeps the learners in permanent interaction with the curriculum during the teaching-learning process. It is designed to keep track of learners' learning achievements. Their response to this type of interaction equally helps the curriculum user (the teacher) to provide feedback to both the learner and the parents.

**Summative Assessment:** It is carried out periodically to show the level of attainment of expected learning outcomes at the end of the term, year, level or cycle. It is a more judgmental kind of assessment. Whatever the case, summative assessment must not always be standardized tests. There is need for a variation in the use of assessment instruments.

## Weighting and Time Allocation

Tables 3, 4, 5 and 6 present the weighting and time allocation for the single shift and the double shift systems.

**Table 3: Annual Learning Time in Hours per Level and Subject Area for the Single Shift System**

Subject Area	Level 1	Level 2	Level 3
English Language and Literature	172.5	172.5	138
Mathematics	69	69	103.5
Science and Technology	69	69	103.5
Français	103.5	103.5	69
Social Studies	34.5	34.5	34.5
Vocational Studies	69	69	69
Arts	34.5	34.5	34.5
Physical Education and Sports	34.5	34.5	34.5
National Languages and Cultures	34.5	34.5	34.5
Information and Communication Technologies (ICTs)	69	69	69
Two short breaks of 15 minutes each	52.9	52.9	52.9
Daily assembly	57.5	57.5	57.5
Daily long break	115	115	115
<b>Total</b>	<b>915.4</b>	<b>915.4</b>	<b>915.4</b>

**Table 4: Weekly Learning Hours per Level and Subject Area for the Single Shift System**

Subject Area	Level 1	Level 2	Level 3
English Language and Literature	7.5	7.5	6
Mathematics	3	3	4.5
Science and Technology	3	3	4.5
Français	4.5	4.5	3
Social Studies	1.5	1.5	1.5
Vocational Studies	3	3	3
Arts	1.5	1.5	1.5
Physical Education and Sports	1.5	1.5	1.5
National Languages and Cultures	1.5	1.5	1.5
Information and Communication Technologies (ICTs)	3	3	3
Two short breaks of 15 minutes each	2.3	2.3	2.3
Daily assembly	2.5	2.5	2.5
Daily long break	5	5	5
<b>Total</b>	<b>39.8</b>	<b>39.8</b>	<b>39.8</b>

**Table 5: Annual Learning Time in Hours per Level and Subject Area for the Double Shift System**

Subject Area	Level 1	Level 2	Level 3
English Language and Literature	172.5	172.5	138
Mathematics	69	69	103.5
Science and Technology	69	69	103.5
Français	103.5	103.5	69
Social Studies	34.5	34.5	34.5
Vocational Studies	69	69	69
Arts	34.5	34.5	34.5
Physical Education and Sports	34.5	34.5	34.5
National Languages and Cultures	34.5	34.5	34.5
Information and Communication Technologies (ICTs)	69	69	69
One short break of 30 minutes per level	11.5	11.5	11.5
Daily assembly	0.5	0.5	0.5
No daily assembly and long break	0	0	0
<b>Total</b>	<b>702</b>	<b>702</b>	<b>702</b>

**Table 6: Weekly Learning Hours per Level and Subject Area for the Double Shift System**

Subject Area	Level 1	Level 2	Level 3
English Language and Literature	7.5	7.5	6
Mathematics	3	3	4.5
Science and Technology	3	3	4.5
Français	4.5	4.5	3
Social Studies	1.5	1.5	1.5
Vocational Studies	3	3	3
Arts	1.5	1.5	1.5
Physical Education and Sports	1.5	1.5	1.5
National Languages and Cultures	1.5	1.5	1.5
Information and Communication Technologies (ICTs)	3	3	3
One short break of 30 minutes	3	3	3
One weekly assembly	0.5	0.5	0.5
No daily long break	0	0	0
<b>Total</b>	<b>33.5</b>	<b>33.5</b>	<b>33.5</b>

## Link between the Learning Domains and the National Core Skills/Broad-based Competences

Generally, the Cameroon education-vision that is expressed in the National Core Skills Framework is realised through PBL and ILT carried out in the subject areas that are lodged in the five domains. This is illustrated in figure 1.

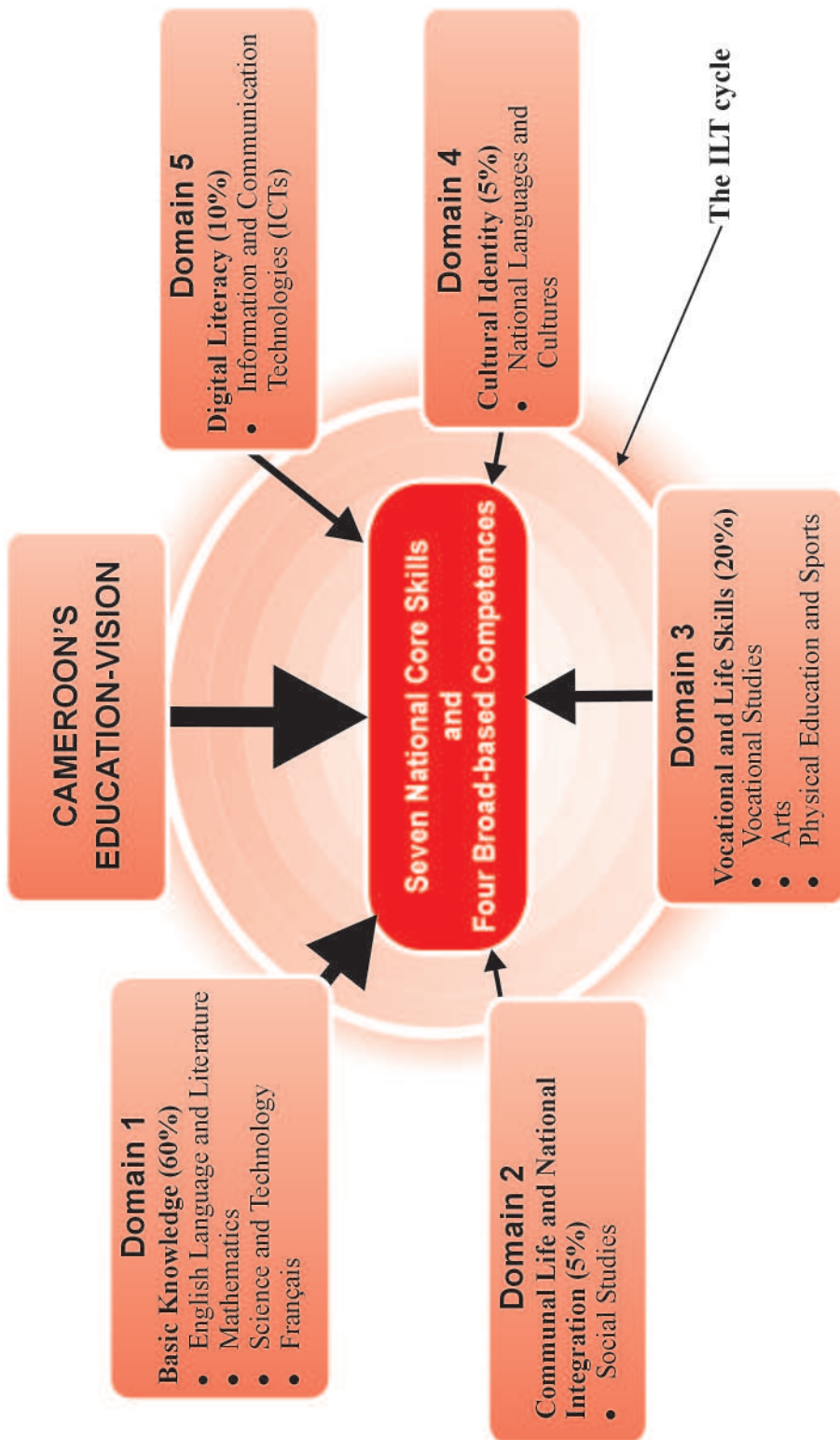


Figure 1: Rapport between the Learning Domains and the National Core Skills/Broad-based Competences

---

## Plan of Action for the Teaching-Learning Cycle

The following steps will enable the teacher to put his/her plan into action:

1. Identify learning outcomes in function of the national core skills and as stated in the integrated monthly schemes of work.
2. Based on the integrated learning theme of the month, identify a project and plan the activities that will lead to its realization.
3. The different activities are planned chronologically (entry behaviour, simple to complex) in relation to the contents and contextualized through the ILT.
4. Monitor the realization of the project and ensure that all learners carry out their tasks.
5. Organize culmination events, that is, presentation of projects and assessment every last Thursday and Friday of the four weeks. Depending on the level, the presentations and assessment should cover three forms: oral, written and practice. A checklist should be prepared depending on the stated learning outcomes in order to record learners' progress in the class broadsheet (this will constitute a gradual building of the information for pupils' report cards which are filled every term).
6. Carry out remediation activities where necessary.
7. Do an auto-evaluation of the process. Note should be taken that this is a cyclical process within each teacher's community of practice (the school).

Figure 2 illustrates the cyclical teaching and learning process.



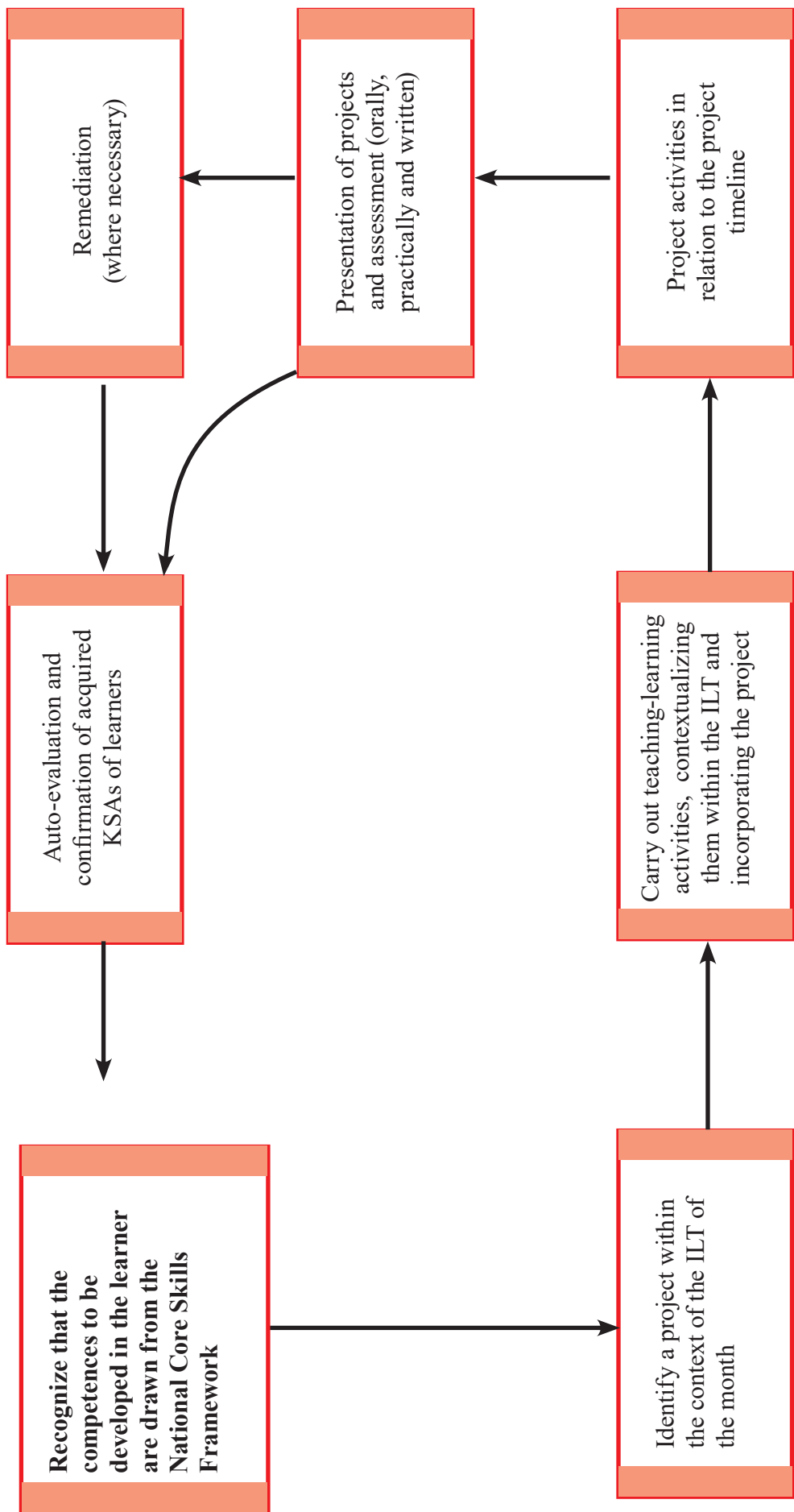


Figure 2: Cyclical Teaching and Learning Process

## PART TWO

# DEFINITION OF DOMAINS AND THEIR RELATED CARRIER SUBJECTS

Part two presents the five domains and their related carrier subjects. Each of these subjects is briefly defined while highlighting the national core skills that each develops, followed by a visual presentation of the subject, its components, terminal learning outcomes, and suggested evaluation criteria.

### Domain 1: Basic Knowledge

This domain is fundamental to the development of all other domains. It nurtures and advances literacy and numeracy skills which are the pillars for a strong foundation in education and vital for living in the 21<sup>st</sup> century. As the name implies, basic knowledge is intended to create the base and a solid foundation for all other learning. There is no gainsaying that the ability to read and to work with numbers are prerequisites for the success of any educational system. Many studies carried out in Cameroon on learning achievements in the past couple of years show that there is a dwindling effect in literacy and numeracy to the extent that children who leave primary schools in Cameroon today can barely read and/or write, talk less of manipulating numbers and figures confidently. It is in this light that, it became necessary to give more learning-teaching time to a domain that will properly develop learners' literacy and numeracy skills and hence enhance their performance in other learning domains. Consequently, a sixty percent learning-teaching time has been assigned to this domain. The domain is going to be powered by English Language and Literature, Mathematics, Science and Technology and *Français*.

### English Language and Literature

English Language is one of the two official languages in Cameroon. It is the language of instruction for the English Subsystem of Education. A literature component has been added to this subject in level two and level three. While English Language enables learners to express themselves orally and in writing, Literature enhances the reading culture in them. The teaching of English will target the development of the listening, speaking, reading and writing skills with emphasis on grammar, vocabulary and pronunciation. Like all languages, English is rule-governed, thus the **systematic functional teaching of grammar is strongly recommended**. This will enable learners use the language effectively.

This subject has been developed from domains that were derived from the following national core skills:

- Communication in the two official languages (English and French) and the use of at least one national language
- Practice of lifelong learning and the four broad-based competences

The components of the subjects are presented in figure 3.

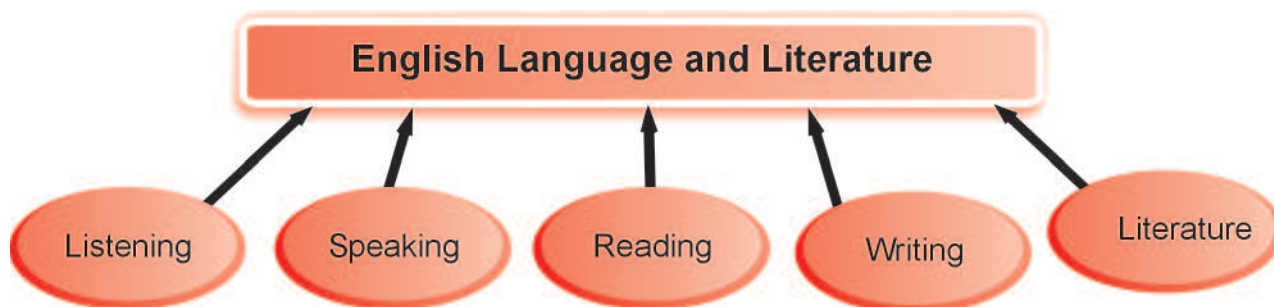


Figure 3: Components of English Language and Literature

---

---

## Terminal Learning Outcomes

At the end of this level, learners will be able to:

- listen attentively for information in a given context
- interpret information and react appropriately
- communicate to express feelings, ideas and thoughts
- read texts fluently in a given context
- write texts legibly and coherently to express feelings, ideas and thoughts
- show great interest in communicating in English

## Evaluation Criteria

The terminal learning outcomes at the end of level 2 and the accompanying evaluation criteria are illustrated in table 7.

**Table 7: Terminal Learning Outcomes and Evaluation Criteria**

Skill	Terminal Learning Outcomes	Evaluation Criteria
<b>Listening and Speaking</b>	<ul style="list-style-type: none"><li>• Listen attentively for information in a given context.</li><li>• Interpret information and react appropriately</li><li>• Communicate to express feelings, ideas and thoughts</li></ul>	<ul style="list-style-type: none"><li>• Fluency in speaking</li><li>• Audibility in speech</li><li>• Sustainance of attention</li><li>• Willingness to take turns in speaking, use of appropriate tones in speech</li></ul>
<b>Reading</b>	<ul style="list-style-type: none"><li>• Read texts fluently in a given context.</li></ul>	<ul style="list-style-type: none"><li>• Fluency and audibility in reading,</li><li>• Respect of voice pitch</li><li>• Correctness of answers to comprehension questions</li><li>• Presentation of materials</li><li>• Respect of instructions</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• Write texts legibly and coherently to express feelings, ideas and thoughts</li></ul>	<ul style="list-style-type: none"><li>• Legibility, meaning, coherence, the right posture, right direction, presentation of materials, respect of instructions...</li></ul>

## Mathematics

Mathematics develops the learner's creativity, initiative and problem-solving skills. It equally develops logical and inferential thinking, the ability to deduce and visualize in space and time. Through mathematics, the learner improves his/her knowledge of science, technology, agriculture and engineering. It is also necessary for financial literacy and relevant to most forms of employment. Mastering Mathematics entails the acquisition of knowledge, skills and attitudes as well as problem solving skills related to the different integrated learning themes. Primary School learners need these in computation, logical thinking and problem solving to construct knowledge and understand the world around them. The Mathematics syllabus also guides teachers, educators and examiners to prepare for teaching and learning as well as for formative and summative assessment. In this curriculum, five components of Mathematics have been developed, namely: Sets and Logic, Numbers and Operations, Measurement and Size, Geometry and Space, and Statistics and Graphs.

This subject has been developed from domains that were derived from the following national core skills.

- Use of basic notions in Mathematics, Science and Technology
- Practice of lifelong learning and the four broad-based competences

The components of the subject are presented in figure 4

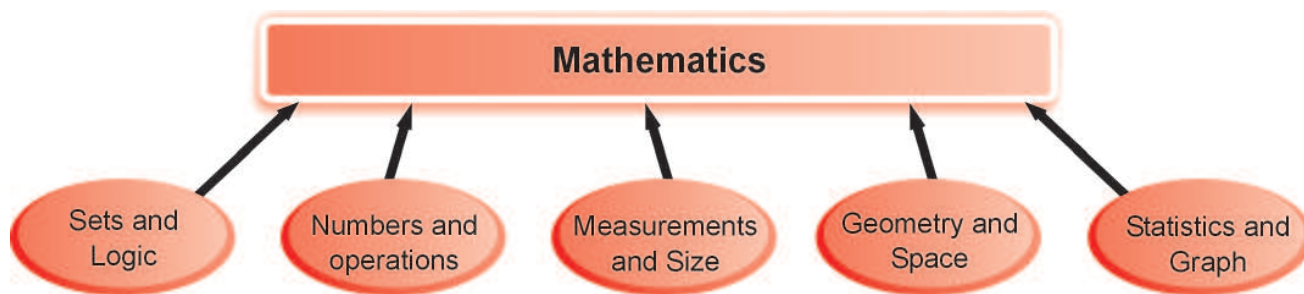


Figure 4: Components of Mathematics

### Terminal Learning Outcomes

After the teaching-learning experiences in mathematics, learners will be able to:

- solve problems involving sets and logic
- solve problems involving number operations
- solve problems involving measurement units
- construct different geometric shapes
- categorize statistics on graphs
- use mathematical skills in daily life
- show interest in mathematics

### Evaluation Criteria

The terminal learning outcomes and the evaluation criteria are illustrated in table 8.

**Table 8: Terminal learning outcomes and evaluation criteria**

Terminal Learning Outcomes	Evaluation Criteria
<ul style="list-style-type: none"> <li>- Solve problems involving sets and logic</li> <li>- Solve problems involving number operations</li> <li>- Solve problems involving measurement units</li> <li>- Construct different geometric shapes</li> <li>- Categorize statistics on graphs</li> <li>- Use mathematical skills in daily life</li> <li>- Show interest in mathematics</li> </ul>	<ul style="list-style-type: none"> <li>- Group, match and classify objects and numbers in sets using different attributes</li> <li>- Correct representation of sets, symbols and figures</li> <li>- Correct use of symbols, signs and diagrams</li> <li>- Ordering and consistency</li> <li>- Appropriate use of operations and formulae</li> <li>- Associating quantities to figures and symbols</li> <li>- Proper use of mathematics tools</li> <li>- Solve meaningful daily life problems</li> </ul>

---

---

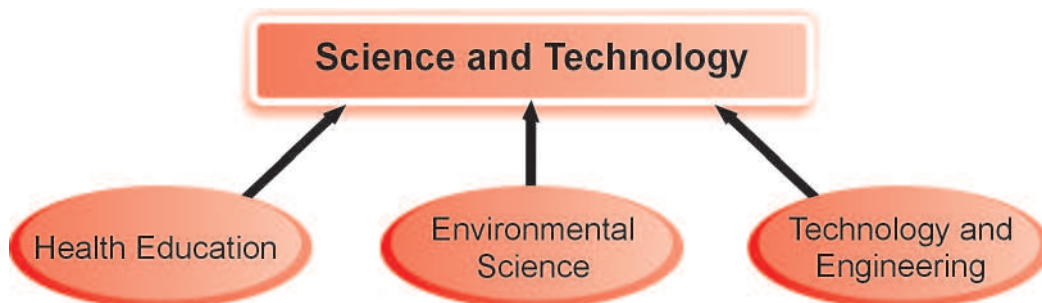
## Science and Technology

Science and Technology is penetrating every aspect of societal life and therefore has become an important component in the learning-teaching programmes at every level of education. It enables learners to understand themselves and their environment as well as adapt to the ever changing world in which they live. The teaching of Science and Technology develops the spirit of curiosity, creativity and innovation. Through Science and Technology, learners will be able to predict and analyse causes and effects of phenomena and use scientific approaches to solve emerging problems. These skills will be developed in Health Education, Environmental Science as well as in Technology and Engineering.

This subject has been developed from domains that were derived from the following national core skills:

- Use of basic notions in Mathematics, Science and Technology
- Demonstration of the spirit of autonomy, a sense of initiative, creativity, and innovation
- Practice of lifelong learning and the four broad-based competences

The components of the subject are illustrated in figure 5.



*Figure 5: Components of Science and Technology*

### Terminal Learning Outcomes

At the end of this level, learners will be able to:

- demonstrate knowledge of the human body, its functioning as well as care and hygiene
- describe the environment including plants and animals
- use scientific instruments and technological tools
- respect scientific procedures and norms
- construct miniatures and models
- reject superstitious beliefs and myths

### Evaluation Criteria

The terminal learning outcomes and evaluation criteria are illustrated in table 9

**Table 9: Terminal Learning Outcomes and Evaluation Criteria**

Terminal Learning Outcomes	Evaluation Criteria
<ul style="list-style-type: none"><li>- Demonstrate knowledge of the human body, its functioning as well as care and hygiene</li><li>- Describe the environment including plants and animals</li><li>- Use scientific instruments and technological tools</li><li>- Respect scientific procedures and norms</li><li>- Construct miniatures and models</li><li>- Reject superstitious beliefs and myths</li></ul>	<ul style="list-style-type: none"><li>- Respect of procedures in experiments</li><li>- Exactitude of experiment results</li><li>- Improvisation of materials in experiments;</li><li>- Positive observable change in behaviour</li><li>- Dexterity (careful handling and manipulation of objects)</li><li>- Correct interpretation of phenomena/ results.</li></ul>

## Français

Le français est l'une des deux langues officielles du Cameroun. Il est la deuxième langue officielle dans le sous-système anglophone. Il permet aux apprenants de communiquer oralement et par écrit dans des situations de la vie quotidienne pour un vivre-ensemble harmonieux et de s'ouvrir au monde francophone. L'acquisition du *Français* se fait à travers le développement des cinq (5) compétences de base, à savoir **la compréhension orale, l'expression orale en continu, l'expression orale en interaction, la compréhension écrite (lecture) et la production écrite**. Le développement de ces compétences se fait à travers les sous-disciplines suivantes : Compréhension et expression orale (en continu et en interaction), compréhension écrite (lecture), production d'écrits, grammaire, vocabulaire, conjugaison et orthographe. Il s'agit d'acquérir une véritable compétence de communication langagière qui englobe une composante pragmatique (acte de langage), linguistique (grammaire) sociolinguistique et socio-culturel.

Il est à noter que l'enseignement de la grammaire, du vocabulaire, de la conjugaison et de l'orthographe est fait en contexte et lors du développement des compétences de base. Ces compétences se développent autour des centres d'intérêt suivants: la maison, la ville/village, l'école, les métiers, la santé, les voyages, les jeux, et la communication.

Cette discipline a été développée à partir des domaines tirés des compétences clés suivantes:

- Communiquer dans les deux langues officielles (français et anglais) et pratiquer au moins une langue nationale
- Apprendre à apprendre tout au long de la vie et les quatre compétences transversales.

Les composantes de cette discipline sont présentées dans le diagramme 6.

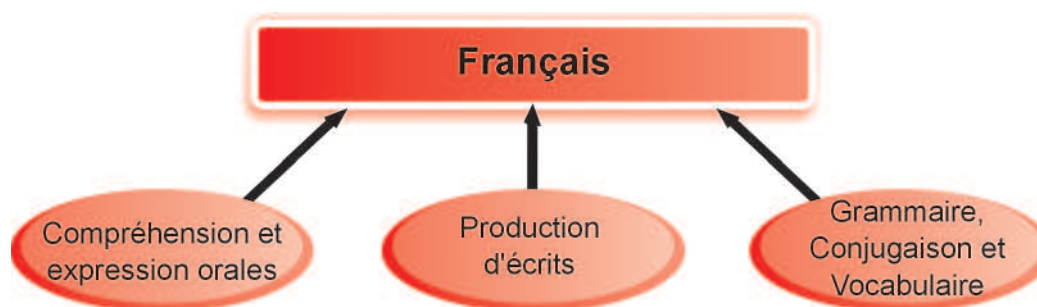


Fig 6: les composantes du français



**Tableau 10 : Attentes de fin de niveau**

Compétence	Attentes à la fin du niveau
Compréhension et expression orales	Écouter attentivement et s'exprimer de façon compréhensible avec la gestuelle appropriée.
Compréhension écrite (lecture)	Lire de courts textes simples en respectant la prononciation et l'intonation, puis relever des informations.
Production d'écrits	Ecrire de petits textes d'une (01) à trois (03) phrases en rapport avec des situations de la vie quotidienne.

### Critères d'évaluation

Les attentes du niveau et les critères d'évaluation du français au niveau 2 sont présentés dans le tableau 11.

**Tableau 11 : Les attentes à la fin du niveau et les critères d'évaluation**

Attentes à la fin du niveau	Critères d'évaluation
Écouter attentivement et s'exprimer de façon compréhensible avec la gestuelle appropriée.	<ul style="list-style-type: none"> <li>- Production correcte et cohérente</li> <li>- Adéquation de la production à la situation</li> <li>- Respect des règles grammaticales.</li> </ul>
Lire de courts textes simples en respectant la prononciation et l'intonation puis relever des informations.	<ul style="list-style-type: none"> <li>- Déchiffrage/décodage des sons, mots et phrases informations pertinentes</li> <li>- Respect de la prononciation de l'intonation et la prononciation.</li> </ul>
Ecrire de petits textes d'une (01) à trois (03) phrases en rapport avec des situations de la vie quotidienne.	<ul style="list-style-type: none"> <li>- Adéquation du texte à la situation</li> <li>- Correction des énoncés</li> <li>- Cohérence de la production</li> </ul>

## Domain 2: Communal Life and National Integration

Communal life and national integration refers to the notion of national unity, national integration and living together. It transcends the peculiarity of all kinds of geographical, historical, linguistic, cultural, religious and political entities. Communal life is the feeling of belonging to a particular community and national integration brings people of various communities together. In essence, communal life and national integration brings about self-love, love for others and respect for the common good. The human person is a social being, hence must live with other human beings irrespective of race, religion, socio-economic status etc. Children socialise more than adults and there is need to consolidate this value in them. This domain is powered by Social Studies (history, geography and citizenship). Only the citizenship component will be taught in Level One and all three components taught in Level Two and Level Three.

### Social Studies

Social studies is the study of political, economic, cultural and environmental aspects of society in the past, present and future. It is intended to enable human beings to understand, preserve and transform the environment for their wellbeing and for the welfare of the community. This involves inculcating in learners patriotic, moral and citizenship values as well as good governance qualities in order to prepare them for a harmonious insertion into the society.



This subject has been developed from domains that were derived from the following national core skills:

- Practice of social and citizenship values (morality, good governance and budgetary transparency)
- Practice of lifelong learning and the four broad-based competences

The components of the subject are presented in figure 7.

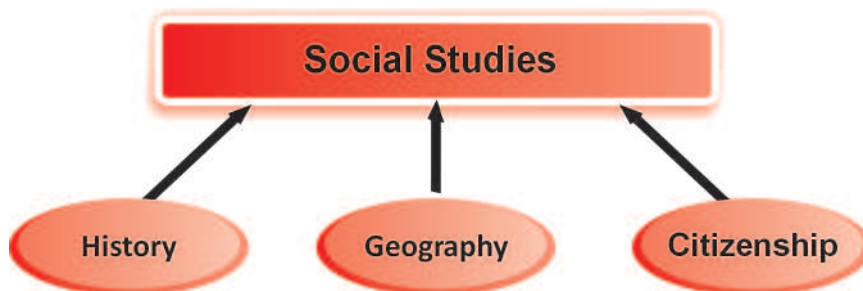


Figure 7: Components of Social Studies

### Terminal Learning Outcomes

At the end of this level, learners will be able to:

- identify the effects of human activities
- relate human activities to development
- display a spirit of objectivity, tolerance, and patriotism
- practise values of harmonious living
- show love for nation and for the outside world
- respect differences in choices and personality
- practise behaviour which will lead to the protection and security of people and national property.

### Evaluation Criteria

The terminal learning outcomes and evaluation criteria are illustrated in table 12.

**Table 12: Terminal learning outcomes and Evaluation Criteria**

Terminal Learning Outcomes	Evaluation Criteria
<ul style="list-style-type: none"> <li>- Identify the effects of human activities</li> <li>- Relate human activities to development</li> <li>- Display a spirit of objectivity, tolerance, and patriotism</li> <li>- Practise values for a harmonious living together</li> <li>- Show love for nation and for the outside world</li> <li>- Respect differences in choices and personality</li> <li>- Practice behaviour which will lead to the protection and security of people and national property</li> </ul>	<ul style="list-style-type: none"> <li>- Respect of national emblems</li> <li>- Practise of social values</li> <li>- Involvement in awareness campaigns</li> <li>- Logical explanations of events</li> <li>- Positive change of attitude</li> </ul>

---

---

## Domain 3: Vocational and Life Skills

This domain prepares the learner for the social and professional realities that they would face in life. It provides them with opportunities to showcase talents and skills resulting in their integral development. It equips them with the capacity to adapt to and transform their environments. This is done by providing relevant and contextual technical and vocational training starters. In the context of limited work opportunities, it is necessary to start orientating children to creative enterprise in early education. In this way, a generation of people fully equipped to offer meaningful employment for themselves and at the same time, possess skills required for full participation in everyday life will be trained. Vocational studies and life skills is geared towards opening up learners' minds, a ready option for taking up technical education studies in secondary school. This domain equally encourages children who, after primary education, might not be able to go to secondary school, to learn a trade in order to earn a living. Either way, in order to survive in world economies today, every citizen from all strata of life needs vocational and life skills. The domain will be developed through three main subjects namely: Vocational Studies, Arts, and Physical Education and Sports (PES).

### Vocational Studies

Vocational Studies is a practical subject, which provides learners with the opportunity to develop talents, initiative and creativity thereby enhancing their holistic development. It develops learners' autonomy, self-esteem and the spirit of entrepreneurship for subsequent self-reliance towards a responsible and balanced life without any constraints on their ambitions for further education. Vocational Studies is taught through Arts and Crafts, Agro Pastoral Farming and Home Economics. Only Arts and Crafts and Agro-pastoral Farming will be taught in level one.

**Arts and Crafts:** Activities in this component will enable learners to acquire techniques to fabricate objects using natural and recycled materials from their environment.

**Agro Pastoral Farming:** This activity will initiate learners into agricultural techniques and animal farming.

**Home Economics:** This activity will help learners develop interest in house management such as laundry, house craft, food and nutrition, needle work and mother craft.

This subject has been developed from domains that were derived from the following national core skills:

- Demonstration of the spirit of autonomy, sense of initiative, creativity and entrepreneurship
- Practice of lifelong learning and the four broad-based competences

The components of the subject are presented in figure 8.



Figure 8: Components of Vocational Studies

---

---

## Terminal Learning Outcomes

At the end of this level, learners will be able to:

- use equipment to produce objects following a spelt out procedure
- acquire knowledge, skills and attitudes for productive work at home and effective home management
- acquire knowledge, skills and attitudes to manipulate local materials through given processes and procedures to produce objects
- produce art objects using local materials
- demonstrate a spirit of collaboration
- manifest high self-esteem, interest, initiative, creativity, resourcefulness and good value judgment

## Evaluation Criteria

The terminal learning outcomes and evaluation criteria are presented in table 13.

**Table 13: Terminal Learning Outcomes and Evaluation Criteria**

Terminal Learning Outcomes	Evaluation Criteria
<ul style="list-style-type: none"><li>- Use equipment to produce objects following a spelt out procedure</li><li>- Acquire knowledge, skills and attitudes for productive work at home and effective home management</li><li>- Acquire knowledge, skills and attitudes to manipulate local materials through given processes and procedures to produce objects</li><li>- Produce art objects using local materials</li><li>- Demonstrate a spirit of collaboration</li><li>- Manifest high self-esteem, interest, initiative, creativity, resourcefulness and good value judgment</li></ul>	<ul style="list-style-type: none"><li>- Quality of material used</li><li>- Respect of instructions</li><li>- Quality of final product</li><li>- Consistency in the explanatory note</li><li>- Time used to carry out the task</li><li>- Involvement in team work</li></ul>

## Arts

Arts fosters the learner's imagination, critical thinking skills, problem-solving, creativity and aesthetic skills. Arts contents should engage, inspire and challenge learners, equipping them with knowledge and skills that can enable them create their own artistic designs. Through this subject, the learner acquires the spirit of open-mindedness and cultivates the attitude to appreciate beauty and develop his/her capacity for concentration, self-esteem, sense of sharing, assiduity, team spirit and patriotism. As learners progress, they should be able to think critically and develop a more rigorous understanding of arts. This subject aims at ensuring that all learners produce creative works, explore their ideas and record their experiences, thus becoming efficient in drawing, painting and other art and design techniques.

This subject has been developed from domains that were derived from the following core skills:

- Practice of physical, sports and artistic activities

- Demonstration of the spirit of autonomy, a sense of initiative, creativity and entrepreneurship
- Practice of lifelong learning and the four broad-based competences

It is taught through the following components: visual arts and performing arts.

The components of the subject are presented in figure 9.

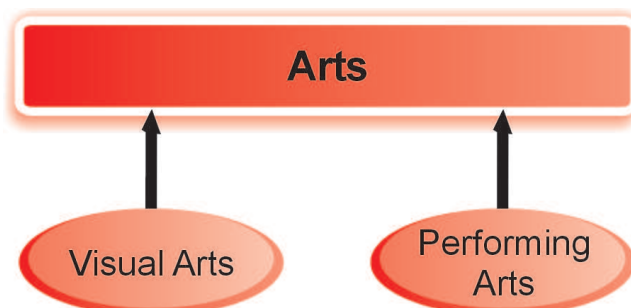


Figure 9: Components of Arts

### Terminal Learning Outcomes

At the end of this level, the learner will be able to:

- create arts objects
- draw imaginative and creative literary images expressing feelings and emotions
- use voice, body and/or inanimate objects to convey feelings and emotions
- show interest in morality and appropriate life styles

### Evaluation Criteria

The Terminal Learning Outcomes and evaluation criteria are presented in table 14.

**Table 14: Terminal Learning Outcomes and Evaluation Criteria**

Terminal Learning Outcomes	Evaluation Criteria
<ul style="list-style-type: none"> <li>• Create arts objects</li> <li>• Draw imaginative and creative literary works expressing feelings and emotions</li> <li>• Use voice, body and/or inanimate objects conveying feelings and emotions</li> <li>• Manifest moral rectitude and appropriate life styles</li> </ul>	<ul style="list-style-type: none"> <li>• Compliance with guidelines and techniques (correct use of geometric shapes and colours)</li> <li>• Ability to write imaginatively, creatively expressing original thoughts</li> <li>• Ability to create and sing a song</li> <li>• Synchronization between voice variations and percussion.</li> <li>• Ability to convey feelings and thoughts through music</li> <li>• Mastery of the stage and respect for the text</li> <li>• Ability to act a role freely</li> <li>• Ability to recognize and use appropriate costumes, make-up and hairstyles</li> <li>• Ability to create and execute dance techniques</li> <li>• Decent looks, behaviour, and lifestyle.</li> </ul>

---

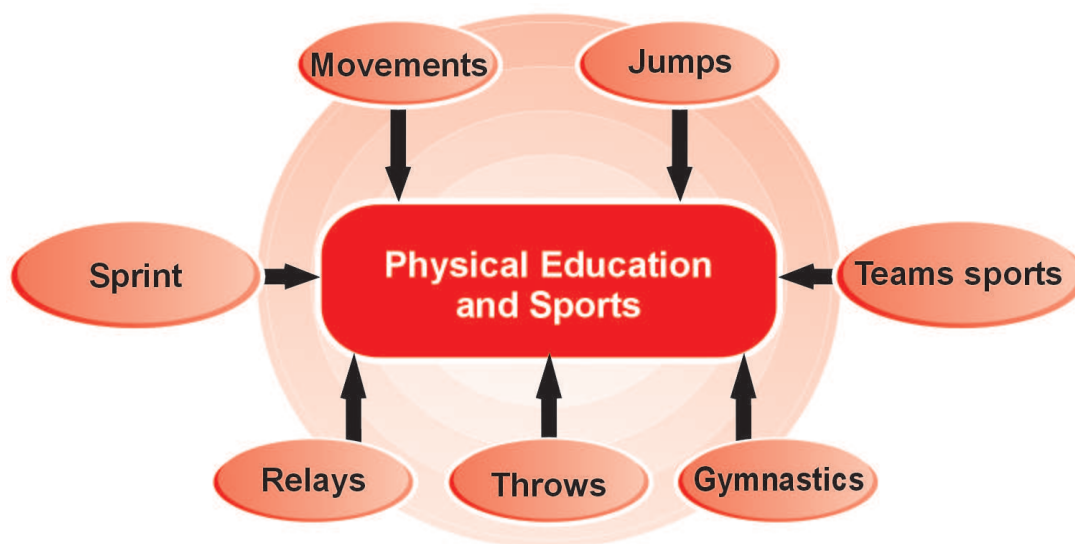
## Physical Education and Sports

Physical Education and Sports is a set of physical activities that contributes to the physical, moral health and social development of the learner. It promotes a harmonious construction of the body and makes the learner fit to perform individual and collective tasks. It is through physical and sporting activities that the child's brain internalizes the foundations of laterality (left/right), directionality (up, down, in, out) and position in space (over, under, behind). These are concepts that are important to the learner's mathematical thinking, vocabulary development, reading and writing skills. Physical Education and Sports remains an effective educational tool as it develops learners' mental capacities through body fitness activities.

This subject has been developed from a domain that was derived from the following core skills:

- Practice of physical, sports and artistic activities
- Practice of lifelong learning and the four broad-based competences

The components of the subject are presented in figure 10.



*Figure 10: Components of Physical Education and Sports (PES)*

### Terminal Learning Outcomes

Physical Education and Sports enables the learners to:

- discover his/her body
- practise social and interpersonal communication skills
- stimulate his/her physical, intellectual and emotional growth
- maintain a healthy body

### Evaluation criteria

The terminal learning outcomes and evaluation criteria of Physical Education and Sports are presented in table 15.

**Table 15: Terminal Learning Outcomes and Evaluation Criteria**

Terminal Learning Outcomes	Evaluation Criteria
<ul style="list-style-type: none"><li>- Discover his/her body</li><li>- Practise social and interpersonal communication skills</li><li>- Stimulate their physical, affective, intellectual and emotional growth</li><li>- Maintain a healthy body</li></ul>	<ul style="list-style-type: none"><li>- Alertness, vigilance, posture</li><li>- Accuracy, respect of rules, fanfare, collaboration</li><li>- Respect of signals, endurance</li><li>- identify parts of the body and their roles</li><li>- Ability to carry out routine activities effectively</li></ul>

## Domain 4: Cultural Identity

Cultural identity is a sense of belonging to a group or a nation with distinct ways of doing things. This is characterised by language, tradition and religion. Cultural identity is, in summary, a set of traits (customs) that characterises a people and differentiates them from other people. The case of Cameroon is visibly unique because of her multicultural nature. This domain is developed via National Languages and Cultures.

### National Languages and Cultures

National Languages and Cultures constitutes the acquisition of knowledge, skills and attitudes (values) that enable learners to speak their national language and be rooted in their cultures, hence building up self-esteem and confidence. National Languages and Cultures refers to all languages and cultures in the four major linguistic and cultural zones of Cameroon. This subject includes social practices, modes of life, arts and crafts as well as architectural designs and literary expressions that bring out a people's identity. It helps learners to open up to learning and to be better educated.

Learning National Languages is advantageous especially at this time when it is established worldwide that learning should start in the mother tongue of the learner.

This subject has been developed from domains that were derived from the following national core skills:

- Communication in the two official languages (English and French) and the use of at least one national language
- Practice of social and citizenship values (morality, good governance and budgetary transparency)
- Practice of lifelong learning and the four broad-based competences

The components of the subject are presented in figure 11.



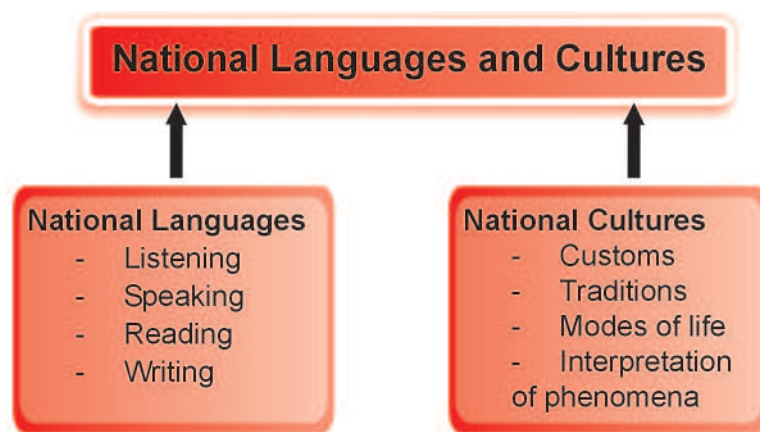


Figure 11: Components of National Languages and Cultures

### Terminal Learning Objectives

After learning National Languages and Cultures, the learners will be able to:

- communicate appropriately using at least five sentences in any given context
- sing traditional songs fluently
- perform cultural activities/scenes
- listen attentively without interrupting the speaker
- read at least five sentences and bring out the meaning in a related theme.
- write correct and coherent sentences to pass across information

### Evaluation Criteria

The terminal learning outcomes and evaluation criteria are presented in table 16.

**Table 16: Terminal Learning Outcomes and Evaluation Criteria**

Terminal Learning Outcomes	Evaluation Criteria
<ul style="list-style-type: none"> <li>- Communicate appropriately using at least five sentences in any given context</li> <li>- Sing traditional songs fluently</li> <li>- Perform cultural activities/scenes</li> <li>- Listen attentively without interrupting the speaker</li> <li>- Read at least five sentences and bring out the meaning in a related theme.</li> <li>- Write correct and coherent sentences to pass across information in any given context</li> </ul>	<ul style="list-style-type: none"> <li>- Respect of rules related to the spoken languages</li> <li>- Audibility, fluency, articulation, intonation in speech</li> <li>- Sustainance of dialogue and animation.</li> <li>- Correctness of responses /correctness of gestures/actions</li> <li>- Correctness of form, coherence and neatness in writing.</li> <li>- Respect of rhythm and dance steps.</li> <li>- Observance of interactions with others and participation in projects.</li> </ul>



---

---

## Domain 5: Digital Literacy

Digital literacy underscores the cultural changes produced by the development and transmission of Information and Communication Technologies (ICTs). The achievement of Cameroon's 2035 Vision will also depend on the country's potentials to be transformed into an information-based or knowledge-based society in which information processing, knowledge management and creation are essential features that guarantee success. The 21<sup>st</sup> century is considered as the information era and learners are expected to use ICTs to access valuable and updated resources in order to break the digital divide. Digital literacy does not only refer to computers but has evolved to include telephones, iPad, the internet and all forms of social media. With rapid growth in the number of parents buying digital devices for their children and not being able to control what the children do with these devices, it is important that education takes over its responsibilities. This domain aims at empowering learners with technological skills for present and future actions and it is developed through ICTs.

### Information and Communication Technologies (ICTs)

The use of Information and Communication Technologies is an integral part of the modern society. Information is regarded as a valuable asset for all individuals. The ability to construct knowledge from the information gathered is by and large seen as a vital survival skill in today's society. ICTs will be most relevant and meaningful for pupils if they are used in relation to their immediate environment. Although ICT is universal, it is only by contextualization and application that pupils understand and appreciate its use. Where learning materials can only give general examples, it is recommended that the teacher uses local examples instead. ICT has the potential to stimulate pupils to engage in, enjoy and love learning. Before teaching a specific ICT skill, teachers are encouraged to introduce a specific task to be performed, applying the new skill learnt. Tasks chosen should relate to subjects in the curriculum such as Mathematics, English, Science and Technology.

This subject has been developed from domains that were derived from the following national core skills:

- Use of basic information and communication technology concepts and tools
- Practice of lifelong learning and the four broad-based competences

The components of the subject are illustrated in figure 12.

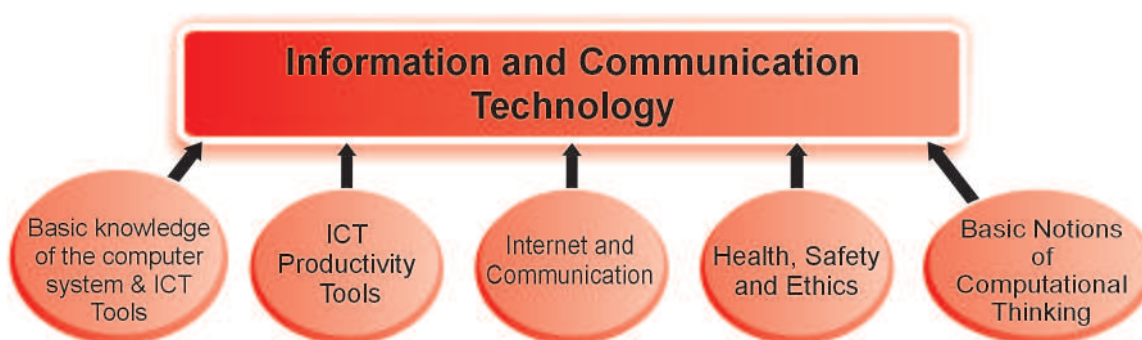


Figure 12: Components of Information and Communication Technology

---

## Terminal Learning Outcomes

At the end of this level, the learners will be able to:

- use computer equipment and ICT tools
- perform basic word processing
- produce basic Spreadsheets
- apply basic health and safety measures when using computers and other ICT devices
- practise basic computational thinking
- use ICTs responsibly

## Evaluation Criteria

The terminal learning outcomes and evaluation criteria are illustrated in table 17.

**Table 17: Terminal Learning Outcomes and Evaluation Criteria**

Terminal Learning Outcomes	Evaluation Criteria
<ul style="list-style-type: none"><li>- Use computer equipment and ICT tools</li><li>- Perform basic word processing</li><li>- Produce basic Spreadsheet</li><li>- Apply basic health and safety measures when using computers and other ICT devices</li><li>- Practise basic computational thinking</li><li>- Use ICTs responsibly</li></ul>	<ul style="list-style-type: none"><li>- Ability to identify ICT tools and their parts</li><li>- Correct use of ICT tools</li><li>- Ability to use the key board</li><li>- Identify productivity software and launch them</li><li>- Respect of health, hygiene and safety rules while manipulating ICT tools.</li><li>- Ability to explain computational concepts using real world situations</li></ul>

---

---

## PART THREE

### CONTENTS OF THE SYLLABUS

Details of the contents of the ten subjects, the expected learning outcomes, the suggested teaching/learning strategies and the didactic materials for each subject area are presented in the tables that follow. Note should be taken that all the monthly teaching/learning activities are anchored on the integrated learning theme of that month. As a reminder, the integrated learning themes of the primary school cycle are laid out in table 18 and table 19.

**Table 18: Integrated Learning Themes for Level I and Level II (Classes 1/2/3/4)**

No	Integrated Learning Theme
1	The home
2	The village/town
3	The school
4	Occupations
5	Travelling
6	Health
7	Games
8	Communication

**Table 19: Integrated Learning Themes for Level III (Class 5 and Class 6)**

No	Integrated Learning Theme
1	Nature
2	The village/town
3	The school
4	Occupations
5	Travelling
6	Health
7	Sports and leisure
8	The universe and space

## Contents of English Language and Literature

**Table 20:** English Language and Literature contents, expected learning outcomes, suggested methodology and didactic materials

Listening and Speaking			
CLASS 3		CLASS 4	
Units/Contents	Expected Learning Outcomes	Units/Contents	Expected Learning Outcomes
<b>Greetings</b> - Morning - Afternoon - Night	- Greet people and respond to greetings appropriately at different periods of the day - Develop enthusiasm to greet people	<b>Greetings</b> - Morning - Afternoon - Night	- Greet people and respond to greetings appropriately at different periods of the day - Develop enthusiasm to greet people
<b>Songs</b> - Popular - National anthem	- Sing songs using correct tones and melody - Show willingness to sing - Sing the National Anthem patriotically	<b>Songs</b> - Popular - National anthem	- Sing songs using correct tones and melody - Show willingness to sing - Sing the National Anthem patriotically
<b>Sound recognition</b> - Diphthongs - Triphthongs - Monophthongs	- Distinguish between monophthongs, diphthongs and triphthongs - Show willingness to pronounce correctly	<b>Sound recognition</b> - Consonant clusters - Contracted forms	- Pronounce consonant clusters - Distinguish between sounds - Use rapid speech - Use contracted forms - Show willingness to distinguish sounds
			<b>Teaching /Learning Strategies</b> - Cooperative learning - Questions and answers - Dialogue - Illustrations and demonstrations
			<b>Didactic Materials</b> - Flashcards - Pictures - Charts - Drawings - Word list
			- Illustrations - Demonstration - Drill - Questions and answers
			- Flashcards - Radio - Telephone - Song books - Copies of the National Anthem
			- Realia, drawings, pictures and flashcards, radio, telephone - Related syllabus and textbook

<b>CLASS 3</b>		<b>CLASS 4</b>		<b>Suggested Methodology and Didactic Materials</b>	
<b>Units / Contents</b>	<b>Expected Learning outcomes</b>	<b>Units / Contents</b>	<b>Expected Learning Outcomes</b>	<b>Teaching /Learning Strategies</b>	<b>Didactic Materials</b>
<b>Polite language</b> - Polite requests - Polite responses	- Use polite forms - Respond appropriately and politely to people - Listen attentively - Speak in turns using the right intonation - Use polite language	<b>Polite language</b> - Polite requests - Polite responses - Appropriate address	- Use polite forms - Respond appropriately and politely to people - Address people appropriately - Listen attentively - Speak in turns using the right intonation - Use polite language	- Explanations - Illustrations - Drilling and demonstrations - Questions and answers	- Realia, pictures, charts - Audio-visual aids - Related textbooks
<b>Listening comprehension</b> - Texts - Stories - Songs - Telephone calls	- Carry out specific tasks on a text read - Carry out a telephone conversation - Show a sustained interest in listening and answering questions	<b>Listening comprehension</b> - Texts - Stories - Songs - Telephone calls	- Carry out specific tasks on a text read - Carry out a telephone conversation - Show a sustained interest in listening and answering questions	- Cooperative learning - Illustrations - Demonstration - Questions and answers - Simulations	- Realia, pictures, charts - Audio-visual aids - Related textbooks - Telephones
<b>Numbers (101 - 500)</b> - Counting - Ranking	- Say numbers - Count in ascending and descending order - Show willingness to count and rank	<b>Numbers (501 - 1000)</b> <i>Counting</i> <i>Ranking</i>	- Say numbers - Count in ascending and descending order - Count in multiples - Show willingness to count and rank	- Cooperative learning - Questions and answers - Drilling - Illustrations and demonstrations	- Real objects - Charts, pictures and flashcards - Audio-visual aids - Related textbooks

CLASS 3		CLASS 4		Suggested Methodology and Didactic Materials	
Units / Contents	Expected learning outcomes	Units / Contents	Expected Learning Outcomes	Teaching / Learning Strategies	Didactic Materials
Dialogue	<ul style="list-style-type: none"> <li>- Carry out a dialogue on a familiar theme</li> <li>- Show willingness to dialogue</li> </ul>	Sketch	<ul style="list-style-type: none"> <li>- Act a sketch built on familiar scenes</li> <li>- Show willingness to act a sketch</li> </ul>	<ul style="list-style-type: none"> <li>- Cooperative learning</li> <li>- Questions and answers</li> <li>- Dialogue</li> <li>- Role-play and dramatisation</li> </ul>	<ul style="list-style-type: none"> <li>- Flashcards</li> <li>- Pictures</li> <li>- Real objects</li> <li>- Charts</li> <li>- Stage props and appropriate costumes</li> </ul>
Instructions and rules	<ul style="list-style-type: none"> <li>- Follow simple instructions</li> <li>- Respect rules and regulations</li> <li>- Show willingness to obey.</li> </ul>	Instructions and rules	<ul style="list-style-type: none"> <li>- Follow simple instructions</li> <li>- Respect school rules and regulations</li> <li>- Show willingness to follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>- Cooperative learning</li> <li>- Questions and answers</li> <li>- Observations</li> <li>- Demonstrations</li> <li>- Dialogue and role-play</li> </ul>	<ul style="list-style-type: none"> <li>- Flashcards</li> <li>- Real objects</li> <li>- Charts</li> <li>- Word list</li> <li>- Puzzles</li> </ul>
Descriptions	<ul style="list-style-type: none"> <li>- Describe village life</li> <li>- Describe town life</li> <li>- Show willingness to describe</li> </ul>	Debate	<ul style="list-style-type: none"> <li>- Argue for or against town or village life</li> <li>- Show willingness to defend one's point of view convincingly</li> </ul>	<ul style="list-style-type: none"> <li>- Cooperative learning</li> <li>- Questions and answers</li> <li>- Demonstrations</li> <li>- Debates</li> </ul>	<ul style="list-style-type: none"> <li>- Word list</li> <li>- Pictures</li> <li>- Real objects</li> </ul>
Discussions	<ul style="list-style-type: none"> <li>- Discuss about the family</li> <li>- Respect turns in discussions and listen when others are speaking</li> <li>- Show willingness to wait for one's turn</li> </ul>	Discussions	<ul style="list-style-type: none"> <li>- Discuss occupations of family members;</li> <li>- Respect turns in discussions and listen when others are speaking</li> <li>- Show willingness to wait for one's turn</li> </ul>	<ul style="list-style-type: none"> <li>- Cooperative learning</li> <li>- Questions and answers</li> <li>- Observations</li> <li>- Illustrations and demonstrations</li> <li>- Discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Flashcards</li> <li>- Pictures</li> <li>- Real objects</li> <li>- Chart,</li> <li>- Word list</li> <li>- Puzzles</li> </ul>



<b>Reading</b>				
<b>CLASS 3</b>		<b>CLASS 4</b>		
Units / Contents	Expected learning outcomes	Units / Contents	Expected Learning Outcomes	Suggested Methodology and Didactic Materials
<b>Reading aloud</b> - Sight words - Multisyllabic words - Pictures - Short texts	- Read words - Read pictures - Read short texts audibly respecting intonations - Show love for reading	<b>Reading aloud</b> - Pictures - Sight words - Multisyllabic words - Texts	- Read meaning expressed by pictures - Read sentences with sight words - Read multisyllabic words - Read short texts audibly respecting intonation - Show love for reading	- Newspapers - Magazines - Cartoons - Short stories - Pictures
<b>Numbers (101 - 500)</b>	- Read numbers in words - Match figures to corresponding words - Show willingness to read numbers	<b>Numbers (501 - 1000)</b>	- Read numbers in words - Show willingness to read numbers	- Real objects - Number cards - Audio- visual aids - Related textbooks
<b>Reading comprehension</b> - Short stories - Simple descriptions	- Read texts silently and answer questions - Show willingness to read silently and answer questions	<b>Reading comprehension</b>	- Read texts silently and answer questions - Show willingness to read silently and answer questions	- Audio- visual aids - Texts - Passages - Related textbooks
<b>Literature</b>				
- Adventure stories - Prose passages - Cartoons - Rhymes	- Read picture adventure stories with short texts - Put self in the position of a character in a story - Deduce a moral lesson from a story/rhyme/cartoon	- Adventure stories - Cartoons - Rhymes	- Read picture adventure stories with short texts - Put self in the position of a character in a story/rhyme/cartoon - Deduce a moral lesson from a story/rhyme/cartoon	- Adventure story books - Prose passages - Rhymes - Cartoons

<b>Writing</b>				
<b>CLASS 3</b>		<b>CLASS 4</b>		<b>Suggested Methodology and Didactic Materials</b>
<b>Units/ Contents</b>	<b>Expected Learning Outcomes</b>	<b>Units / Contents</b>	<b>Expected Learning Outcomes</b>	<b>Teaching /Learning Strategies</b>
<b>Handwriting</b> - Upright joint script	- Copy out short texts of at least five different sentences several times legibly and consistently - Show the readiness to write	<b>Handwriting</b> - Upright joint script	- Copy out short texts of at least seven different sentences several times legibly and consistently - Show the readiness to write	- Cooperative learning - Observations - Demonstrations - Copying
<b>Spelling and Dictation</b> -Words with apostrophe ‘s’ -Words with s’ apostrophe -Sentences -Paragraphs	- Look up the spellings of words in the dictionary - Write sentences with s’ apostrophe and apostrophe ‘s’ correctly - Write dictated sentences and paragraphs - Show willingness to spell	<b>Spelling and dictation</b> - Words with apostrophe ‘s’ -Words with s’ apostrophe -Sentences -Paragraphs	- Look up the spellings of words in the dictionary. - Use the s’ apostrophe and apostrophe ‘s’ correctly in writing - Write down dictated sentences and paragraphs - Show willingness to spell	- Cooperative learning - Questions and answers - Observations - Illustrations - Demonstrations
<b>Numbers (101 – 500)</b>	- Write numbers - Show willingness to write numbers	<b>Numbers (101 - 500)</b>	- Write numbers - Show willingness to write numbers	- Cooperative learning - Writing - Illustrations - Demonstrations
<b>Composition</b> - Descriptive essay - Narrative essay	- Write descriptive essays of about 60 words - Write narrative essays of about 80 words - Show willingness to do creative writing	<b>Composition</b> - Descriptive essay - Narrative essay - Persuasive essay	- Write descriptive, narrative and persuasive essays of about 80 words - Practise creative writing	- Illustrations - Demonstrations - Explanations - Questions and answers - Process writing
<b>Numbers (101 – 500)</b>	- Write numbers - Show willingness to write numbers	<b>Numbers (101 - 500)</b>	- Write numbers - Show willingness to write numbers	- Charts - Mobile boards - Related textbooks - Simplified dictionaries - Writing material
<b>Composition</b> - Descriptive essay - Narrative essay	- Write descriptive essays of about 60 words - Write narrative essays of about 80 words - Show willingness to do creative writing	<b>Composition</b> - Descriptive essay - Narrative essay - Persuasive essay	- Write descriptive, narrative and persuasive essays of about 80 words - Practise creative writing	- Charts - Mobile boards - Related textbooks - Number cards - Pictures, drawings, flashcards, wordlist - Related textbook - Writing material

**Grammar, vocabulary and pronunciation**

To build a language, you need building materials that are called “Parts of Speech”. They are eight in number, namely: **verbs, nouns, adjectives, adverbs, prepositions, pronouns, conjunctions and interjections**. Every word in English fits into at least one of these eight categories; the key to understanding and using the English language. As concerns vocabulary, learners will acquire new words and expressions naturally through listening, speaking, reading and writing activities. However, teachers are required to plan and systematically teach vocabulary in context.

CLASS 3		CLASS 4		Suggested Methodology and Didactic Materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching / Learning Strategies	Didactic Materials
<b>Verbs</b> - Regular and irregular verbs - Helping verbs <u>Conjugation</u> - Simple present, past and future tenses - Present, past and future continuous tenses - The first conditional tense	- Use verbs in the different tenses - Distinguish between helping, regular and irregular verbs - Appreciate present, past and future events	<b>Verbs</b> - Regular and irregular verbs - Helping verbs <u>Conjugation</u> - Simple present, past and future tenses - Present, past and future continuous tenses - Perfective tenses - The first and second conditional tenses	- Use verbs in the different tenses - Distinguish between helping verbs, regular and irregular verbs - Manipulate verbs and appreciate present, past and future events	- Explanations - Illustrations - Observations - Cooperative learning - Demonstration - Drilling	- Realia - List of relevant verbs - Charts, texts - Related textbooks - Audio-visual aids
<b>Nouns</b> Kinds of nouns - Common, proper and concrete - Plural formation (s, es, ies) *Articles (noun signals)	- Identify and use nouns - Use the plurals of countable nouns - Use nouns in simple sentences - Show interest in using all forms of nouns in association with the articles	<b>Nouns</b> Kinds of nouns - Common, concrete and abstract - Plural formation (s, es, ies) - Introduction to uses of nouns *Articles (noun signals)	- Identify and use nouns - Use the plurals of countable and uncountable nouns - Use nouns in sentences and identify their different uses - Show interest in using all forms of nouns in association with the articles	- Explanations - Illustrations - Observations - Cooperative learning - Demonstration - Questions and answers	- Realia - Short texts - Related textbooks - Relevant charts - Noun list and puzzles

CLASS 3		CLASS 4		Suggested Methodology and Didactic Materials
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	
<b>Adjectives</b> Kinds of adjectives - Common and proper adjectives - Comparative adjectives	- Identify and use common and proper adjectives - Construct sentences using comparative adjectives - Show interest in using adjectives	<b>Adjectives</b> - Kinds of adjectives - Common and proper adjectives - Comparative and superlative adjectives	- Identify and use common and proper adjectives - Construct sentences using comparative and superlative adjectives - Show interest in using all forms of adjectives	- Cooperative learning; - Illustrations - Demonstrations - Questions and answers - Realia, drawings, picture, flashcards, radio, recorded contents, wordlist - Related textbook
<b>Adverbs</b> - Manner - Place - Time	- Identify and use adverbs of manner, of place and of time in appropriate contexts - Show interest in using adverbs of manner, of place and of time	<b>Adverbs</b> - Manner - Place - Time - Function - Modifying verbs - Modifying adverbs	- Identify and use adverbs of manner, of place and of time in appropriate contexts - Use adverbs with verbs and with other adverbs - Show interest in using adverbs	- Explanations - Illustrations - Observations - Cooperative learning - Demonstration - Realia - Charts - List of adverbs - Related textbooks
<b>Prepositions</b> - Location - Direction - Time	- Identify and use prepositions of location, direction, and time - Construct sentences using different prepositions - Show interest in using prepositions	<b>Prepositions</b> - Location - Direction - Time - Relationship	- Identify and use prepositions of location, direction, time and relationship in appropriate contexts and construct sentences with them - Use prepositions correctly - Show interest in using prepositions	- Cooperative learning; - Illustrations - Demonstrations - Questions and answers - Realia, drawings - Pictures, radio - List of prepositions - Preposition puzzles - Related textbook

CLASS 3		CLASS 4		Suggested Methodology and Didactic Materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching / Learning Strategies	Didactic Materials
<b>Pronouns</b> - Simple - Compound <u>Types</u> -Subject pronouns -Object pronouns -Possessive pronouns	- Identify and use pronouns - Construct sentences using pronouns - Show interest in the use of pronouns in different contexts	<b>Pronouns</b> - Simple - Compound <u>Types</u> - Subject pronouns - Object pronouns - Possessive pronouns - Relative pronouns	- Identify and use pronouns correctly - Construct sentences using pronouns - Show interest in the use of pronouns in different contexts	- Cooperative learning - Illustrations - Demonstrations - Questions and answers - Mind mapping	- Realia, drawings - Pictures, flashcards, radio, recorded contents - List of relevant pronouns - Related textbook - Mind maps
<b>Conjunctions</b> - Coordinating - Subordinating	- Link words, phrases and sentence with connecting words - Express the desire to use conjunctions in appropriate contexts	<b>Conjunctions</b> - Coordinating - Subordinating	- Link words, phrases and sentence with connecting words - Express the desire to use conjunctions in appropriate contexts	- Cooperative learning - Illustrations - Demonstrations - Questions and answers	- Realia, drawings - Pictures, flashcards, radio, recorded contents - Conjunction list - Related textbook
<b>Interjections</b> - Hi!, Hello! - Hurray! - Bravo! - Hey!	- Use interjections to express feelings	<b>Interjections</b> - Hi!, Hello! - Hurray! - Bravo! - Hey!	- Use interjections to express feelings	- Explanations - Teamwork - Demonstrations - Questions and answers	- Flashcards - Drawings - Charts - Interjection list and puzzles
<b>Vocabulary</b> - Synonyms - Opposites	- Use a variety of words related to the integrated learning themes and other contexts - Use the correct synonyms and opposites of words	<b>Vocabulary</b> - Synonyms - Opposites	- Use a variety of words related to the integrated learning themes and other contexts - Use the correct synonyms and opposites of words	- Definitions - Explanations - Teamwork - Demonstrations - Questions and answers	- Flashcards - Real objects - Drawings - Relevant wordlist - Charts and puzzles



CLASS 3		CLASS 4		Suggested Methodology and Didactic Materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching / Learning Strategies	Didactic Materials
<p><b>The sentence</b></p> <ul style="list-style-type: none"> <li>- Types (declarative, interrogative, exclamatory)</li> <li>- The simple sentence</li> <li>- The paragraph</li> </ul>	<ul style="list-style-type: none"> <li>- Construct sentences in different sentence types</li> <li>- Show the desire to build and use sentences and paragraphs</li> </ul>	<p><b>The sentence</b></p> <ul style="list-style-type: none"> <li>- Types (declarative, interrogative, exclamatory)</li> <li>- The simple sentence</li> <li>- The paragraph</li> <li>- The compound sentence</li> <li>- The essay</li> </ul>	<ul style="list-style-type: none"> <li>- Construct and use the different types of sentences</li> <li>- Identify the main parts of a sentence, a paragraph and an essay</li> <li>- Combine sentences to build paragraphs and paragraphs to build essays</li> <li>- Show the desire to build, identify and use sentences and paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>- Explanations</li> <li>- Teamwork</li> <li>- Demonstrations</li> <li>- Questions and answers</li> </ul>	<ul style="list-style-type: none"> <li>- Flashcards</li> <li>- Real objects</li> <li>- Drawings</li> <li>- Appropriate charts</li> <li>- List of different types of sentences and puzzles</li> </ul>
<p><b>Spelling, pronunciation and punctuation</b></p> <ul style="list-style-type: none"> <li>- Spelling and pronunciation rules</li> <li>- Punctuation marks</li> <li>- Capitalization rules</li> </ul>	<ul style="list-style-type: none"> <li>- Spell and pronounce words correctly</li> <li>- Punctuate sentences and paragraphs correctly</li> <li>- Use the capital letter correctly</li> <li>- Show the desire to spell, pronounce and punctuate correctly</li> </ul>	<p><b>Spelling, pronunciation and punctuation</b></p> <ul style="list-style-type: none"> <li>- Spelling and pronunciation rules</li> <li>- Punctuation marks</li> <li>- Punctuation rules</li> <li>- Capitalization rules</li> </ul>	<ul style="list-style-type: none"> <li>- Spell and pronounce words correctly</li> <li>- Punctuate sentences and paragraphs correctly</li> <li>- Use the capital letter correctly</li> <li>- Show the desire to spell, pronounce and punctuate correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Explanations</li> <li>- Teamwork</li> <li>- Demonstrations</li> <li>- Questions and answers</li> </ul>	<ul style="list-style-type: none"> <li>- Flashcards</li> <li>- Real objects</li> <li>- Drawings</li> <li>- Charts and puzzles</li> </ul>



## Contents of Mathematics

**Table 21: Mathematics contents, expected learning outcomes, suggested methodology and didactic materials**

CLASS 3		CLASS 4		Suggested Methodology and Didactic Materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching / Learning Strategies	Didactic Materials
<b>Sets and logic</b> - Universal set - Subsets - Finite and infinite sets - Equal and equivalent sets - Symbols - Elements of a set	- Describe a universal set/ subset - Differentiate between finite and infinite sets - Distinguish between equal and equivalent sets - Discriminate set symbols - Arrange belongings in an orderly manner	<b>Sets and logic</b> - Equal and equivalent sets - Intersection of sets - Union of sets - Not an element of - Intersection	- Distinguish between equal and equivalent sets - Describe intersection and union of sets - Use set symbols to describe the characteristics of sets	- Discovery method - Cooperative learning - Individualized instruction	- Real objects - Pictures - Charts
<b>Numbers and Operations</b> - Numbers (up to 500) - Symbols in operations - Greater than or equal to - Less than or equal to - Mathematical operations - Place value ( Thousands, Hundreds, tens and factors of numbers up to 50 units) - Multiples of numbers up to 1000 - Fractions - Addition of fractions - Subtraction of fractions	- Identify symbols used in different operations - Count numbers up to 500 - Read numbers up to 100 - Make bonds of 5s, 6s, 7s - Write numbers up to 100 - Show interest in transparency - Cherish equality and fairness in sharing	<b>Numbers and Operations</b> - 0 to 5 000 - The four mathematical operations - Place Value of 4 digit numbers (Thousands, Hundreds, Tens and Units) - Factors of numbers up to 1000 - Multiples of numbers up to 5000 - Odd, even, prime numbers - Proper fractions - Whole numbers - Mixed fractions - Improper fraction - BODMAS	- Count numbers up to 5 000 - Read numbers up to 5 000 - Make bonds of 8 and 9 - Place numbers under Th, H, T & U - Solve problems involving factors and multiples - Describe the H C F and L C M of numbers - Solve problems involving odd, even and prime numbers - Add and subtract fractions with different denominators - Multiply proper fractions by whole numbers and by other fraction - Carry out calculations involving more than one operation - Share items correctly	- Discovery method - Problem solving method - Cooperative learning - Individualized instruction - Computer assisted instruction	- Real objects - Audio-visual aids - Pictures - Charts - Abacus - Computers

CLASS 3		CLASS 4		Suggested Methodology and Didactic Materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching / Learning Strategies	Didactic materials
<b>Measurement and size</b> - Metric system. mm, cm, dm, m, km, ml, cl, dl, l, g, kg - Calendar - Ordinary and leap year - The 13 Lunar months - The 12 Calendar months - Time/clock - Money	- Describe the length, width, height and capacity of objects - Distinguish between length, width, height, weight and capacity in operations - Describe the days of the week and months of the year - Read time on the clock face - Tell time using: to and past - Associate specific activities to different periods of the day - Use time to accomplish assigned tasks - Differentiate currency units up to 1,000frs - Carry out shopping and manage money up to 1,000 Frs - Use the four mathematical operations - Show interest in financial transparency	<b>Measurement and size</b> - Metric system mm, cm, dm, m, km ml, cl, dl, litres gram, kg - Areas and perimeters: Rectangle, Square, Triangle - Calendar: Days of the week - The 12 Calendar months - Ordinary and leap year - The 13 Lunar months - Time - am and pm - $\frac{1}{4}$ to, pass and $\frac{1}{2}$ pass - Daily activities - Money - Shopping bills	- Establish relationships between the units - Convert from one unit to the other - Calculate areas and perimeter of shapes - Relate the different days of the week and months of the year to specific activities and events - Differentiate between calendar and lunar months - Tell time using “ <i>am and pm</i> ” - Use time schedule to accomplish assigned tasks - Manipulate currency units up to 5,000frs - Carry out shopping with money up to 5,000 Frs - Use the four mathematical operations	- Discovery method - Problem solving method - Laboratory method - Cooperative learning - Individualized instruction - Computer assisted instruction - Writing	- Real objects - Audio-visual aids - Pictures/Charts - Audio-visual aids - Calendars - Clock face - Money - Shopping list - Measurement objects

CLASS 3		CLASS 4		Suggested Methodology and Didactic Materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching /Learning Strategies	Didactic materials
<b>Geometry and Space</b> <ul style="list-style-type: none"> <li>- Number line</li> <li>- Circles</li> <li>- 3 and 4 D shapes</li> </ul>	<ul style="list-style-type: none"> <li>- Locate points on a number line up to 30</li> <li>- Describe the centre, radius and diameter of a circle</li> <li>- Manipulate objects, shapes, letters, and figures in puzzles</li> <li>- Construct shapes using natural and recycled materials</li> <li>- Carry out activities with care</li> <li>- Display organisational skills</li> </ul>	<b>Geometry and Space</b> <ul style="list-style-type: none"> <li>- Number line : positive and negative</li> <li>- Parallel and intersecting lines</li> <li>- 3 and 4 D shapes</li> <li>- Quadrilaterals: Pentagon, Hexagon</li> </ul>	<ul style="list-style-type: none"> <li>- Locate points on a number line up to 40</li> <li>- Differentiate between parallel and intersecting lines</li> <li>- Solve problems involving 3 and 4 D shapes</li> <li>- Measure angles using protractor</li> <li>- Calculate area and circumference of circles</li> <li>- Differentiate between quadrilaterals</li> <li>- Construct shapes using local material</li> <li>- Display organisational skills</li> </ul>	<ul style="list-style-type: none"> <li>- Cooperative learning</li> <li>- Individualized instruction</li> <li>- Computer assisted instruction</li> <li>- Projects</li> <li>- Practice sessions</li> </ul>	<ul style="list-style-type: none"> <li>- Real objects</li> <li>- Audio-visual aids</li> <li>- Pictures/Charts</li> <li>- Various shapes</li> <li>- Rulers, pencils</li> <li>- Cardboard</li> <li>- Cartons</li> <li>- Scissors</li> </ul>
<b>Statistics and Graphs</b> <ul style="list-style-type: none"> <li>- Representation (Data collection)</li> <li>- Ranking</li> <li>- Tallying</li> <li>- Mapping and grid referencing</li> </ul>	<ul style="list-style-type: none"> <li>-Represent data on graphs</li> <li>-Arrange in ascending and descending order of magnitude</li> <li>-Tally in 5s, 10s, 20s,</li> <li>-Locate points on a map</li> <li>-Interpret relationships on maps</li> </ul>	<b>Graphs and Statistics</b> <ul style="list-style-type: none"> <li>- Data collection</li> <li>- Number line</li> <li>-Ranking</li> <li>-Tallying</li> <li>- Data collection</li> <li>- Mapping and grid referencing</li> <li>-Coordinates</li> </ul>	<ul style="list-style-type: none"> <li>- Represent data on graphs</li> <li>- Solve problems involving the number line from 0 - 40</li> <li>- Arrange in ascending and in descending order of magnitude</li> <li>- Tally in 10s, 20s, 30s</li> <li>- Locate points on a map</li> <li>- Read and interpret relationships on maps</li> </ul>	<ul style="list-style-type: none"> <li>- Discovery method</li> <li>- Problem solving method</li> <li>- Laboratory method</li> <li>- Cooperative learning</li> <li>- Individualized instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Real objects</li> <li>- Audio-visual aids</li> <li>- Pictures/Charts</li> <li>- Rulers, counting materials</li> <li>- Cardboard</li> </ul>

## Contents of Science and Technology

**Table 22: Science and Technology contents, expected learning outcomes, suggested methodology and didactic materials**

Health Education			
CLASS 3		CLASS 4	
Units / Contents	Expected Learning Outcomes	Units/ Contents	Expected Learning Outcomes
<b>The body</b> <ul style="list-style-type: none"> <li>- Parts of the body</li> <li>- Personal hygiene (care of the body)</li> <li>- Human skeleton</li> <li>- Types of bones</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the various types of bones</li> <li>- Cherish neat looks</li> </ul>	<b>The body</b> <ul style="list-style-type: none"> <li>- Parts of the body</li> <li>- Personal hygiene (care of the body)</li> <li>- Human skeleton</li> <li>- Types of bones</li> </ul>	<ul style="list-style-type: none"> <li>- Associate human parts to their various functions</li> <li>- Describe how to maintain strong bones</li> <li>- Cherish neat looks</li> <li>- Comply with healthy practices</li> </ul>
<b>Sense organs</b> <ul style="list-style-type: none"> <li>- Types</li> <li>- Functions</li> <li>- Care</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the various functions of the sense organs</li> <li>- Use the various sense organs to detect correctly</li> </ul>	<b>Sense organs</b> <ul style="list-style-type: none"> <li>- Types</li> <li>- Functions</li> <li>- Care</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the various functions of the sense organs</li> <li>- Label the sense organs</li> <li>- Use the various sense organs to detect correctly</li> </ul>
<b>Suggested Methodology and Didactic Materials</b>		<b>Teaching/Learning Strategies</b>	
		<ul style="list-style-type: none"> <li>- Project method</li> <li>- Health campaigns</li> <li>- Demonstration</li> <li>- Exploit resources in the community</li> <li>- Discussion</li> <li>- Flipped classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Virtual laboratory</li> <li>- Charts /Pictures</li> <li>- Models</li> <li>- Real objects like soap, sponge, nail cutter, towel, body lotion water</li> <li>- Audio-visual aids</li> </ul>
		<ul style="list-style-type: none"> <li>- Experimentation</li> <li>- Demonstration</li> <li>- Exploit resources in the community</li> <li>- Discussion</li> <li>- Flipped classroom</li> <li>- Play-way method</li> </ul>	<ul style="list-style-type: none"> <li>- Charts /Pictures</li> <li>- Models</li> <li>- Real objects like food, perfume, paste, colours</li> <li>- Audio-visual aids</li> </ul>

CLASS 3		CLASS 4		Suggested Methodology and Didactic Materials	
Units/ Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching/Learning Strategies	Didactic Materials
<b>Reproductive Health</b> <ul style="list-style-type: none"> <li>- Human reproductive system</li> <li>- HIV/AIDS</li> <li>- STIs</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the reproductive organs</li> <li>- Distinguish STIs from other diseases</li> <li>- Describe the symptoms of STIs</li> <li>- Accept persons infected and affected by HIV/AIDS</li> </ul>	<b>Reproductive Health</b> <ul style="list-style-type: none"> <li>- Human Reproductive system</li> <li>- HIV/AIDS</li> <li>- STIs</li> </ul>	<ul style="list-style-type: none"> <li>- Distinguish STIs from other diseases by their mode of transmission</li> <li>- Explain the symptoms, mode of transmission and preventive measures of HIV/AIDS</li> <li>- Accept persons infected and affected by HIV/AIDS</li> </ul>	<ul style="list-style-type: none"> <li>- Project method</li> <li>- Health campaigns</li> <li>- Demonstration</li> <li>- Exploit resources in the community</li> <li>- Discussion</li> <li>- Flipped classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Virtual laboratory</li> <li>- Charts /Pictures</li> <li>- Models</li> <li>- Real objects like soap, sponge, nail cutter, towel, body lotion, syringe, water</li> <li>- Visual aids</li> </ul>
<b>Diseases</b> <ul style="list-style-type: none"> <li>- Prevention of diseases</li> </ul>	<ul style="list-style-type: none"> <li>- Relate symptoms to diseases</li> <li>- Prevent diseases</li> <li>- Cherish leading a healthy life</li> </ul>	<b>Diseases</b> <ul style="list-style-type: none"> <li>- Water, insect, and air borne diseases</li> <li>- Water, insect and air borne diseases</li> </ul>	<ul style="list-style-type: none"> <li>- Classify diseases according to their mode of transmission</li> <li>- Demonstrate ways of preventing diseases</li> <li>- Cherish healthy lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>- Project method</li> <li>- Health campaigns</li> <li>- Demonstration.</li> <li>- Excursion</li> <li>- Exploit resources in the community</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Relevant charts / pictures</li> <li>- Models</li> <li>- Real objects</li> <li>- Audio-visual aids</li> </ul>
<b>Hygiene</b> <ul style="list-style-type: none"> <li>- Types of toilets</li> <li>- Care</li> </ul>	<ul style="list-style-type: none"> <li>- Identify types of toilets</li> <li>- Care for the school toilet appropriately</li> </ul>	<b>Hygiene</b> <ul style="list-style-type: none"> <li>- Types of toilets</li> <li>- Care</li> </ul>	<ul style="list-style-type: none"> <li>- Identify types of toilets</li> <li>- Care for the different types of toilets appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- Project method</li> <li>- Health campaigns</li> <li>- Demonstration</li> <li>- Discussion</li> <li>- Outdoor lessons</li> <li>- Inspections</li> </ul>	<ul style="list-style-type: none"> <li>- Charts /pictures</li> <li>- Real objects like soap, brooms, rags, toilet brush, disinfectants, woodash, gloves, mouth shield)</li> <li>- Visual aids</li> </ul>

CLASS 3		CLASS 4		Suggested Methodology and Didactic Materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching/Learning Strategies	Didactic Materials
<b>Drugs</b> - Types - Drug education	- Identify the different types of drugs - Question self medication	<b>Drugs</b> - Types - Drug education	- Classify drugs - Detect dangerous drugs - Question self medication	- Health campaigns - Exploit resources in the community. - Discussions - Flipped classroom	- Relevant charts / pictures - Audio-visual aids
<b>Minor accidents</b> - Burns - Scalds - First aid	- Differentiate between a scald and a burn. - Associate items in a first aid box to the treatment of specific minor accidents	<b>Minor accidents</b> - Burns - Scalds - First aid and administration	- Differentiate between scalds and burns - Associate items in a first aid box to the treatment of specific minor accidents	- Health campaigns - Experimentation - Demonstration. - Discussions - Flipped classroom	- Charts /Pictures - Models - First aid box and its contents
<b>Health hazards</b> - Prevention - Vaccinations	- Identify some health hazards in the locality - Explain the causes of health hazards - Explain the importance of vaccines	<b>Health hazards</b> - Prevention - Vaccinations	- Identify some health hazards in the locality - Explain ways of preventing health hazards - Contribute in preventing health hazards	- Campaigns - Experimentation - Demonstration. - Discussions - Flipped classroom	- Illustrative charts /pictures - Visual aids
<b>Food</b> - Types - Classes - Importance	- Identify types of food. - Classify food - Explain the importance of food	<b>Food</b> - Cooking methods - Balanced diet	- Explain the importance of food - Associate food to their cooking methods - Cherish a balanced diet and timing	- Project method - Experimentation - Demonstration - Exploit resources in the community - Flipped classroom	- Visual aids - Relevant charts/pictures - Food class chart - Assorted fruits, vegetables and other food stuff



<b>Environmental Science</b>			
<b>CLASS 3</b>		<b>CLASS 4</b>	
<b>Units / Contents</b>	<b>Expected Learning Outcomes</b>	<b>Units / Contents</b>	<b>Expected Learning Outcomes</b>
<b>Immediate environment</b> <ul style="list-style-type: none"> <li>- Home</li> <li>- School</li> <li>- Community</li> </ul>	<ul style="list-style-type: none"> <li>- Locate places in the community</li> <li>- Propose available places and services to others</li> <li>- Access available places and use available services</li> </ul>	<b>Immediate environment</b> <ul style="list-style-type: none"> <li>- Home,</li> <li>- School</li> <li>- Community</li> </ul>	<ul style="list-style-type: none"> <li>- Locate places in the community</li> <li>- Use services in the community</li> <li>- Propose available places and services to others</li> <li>- Show love for the environment</li> </ul>
<b>Living and non-living things</b> <ul style="list-style-type: none"> <li>- Characteristics</li> <li>- Classification</li> </ul>	<ul style="list-style-type: none"> <li>- Compare living and non-living things</li> <li>- Explain the characteristic of living things</li> <li>- Show appropriate care for things</li> </ul>	<b>Living and non-living things</b> <ul style="list-style-type: none"> <li>- Animal care and protection</li> <li>- Plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>- Classify living and non-living things.</li> <li>- Differentiate living from non-living things</li> <li>- Show appropriate care for things</li> </ul>
<b>Animals</b> <ul style="list-style-type: none"> <li>- Domestic and wild animals</li> <li>- Habitats and care</li> <li>- Modes of nutrition, movement and reproduction</li> <li>- Importance of animals</li> </ul>	<ul style="list-style-type: none"> <li>- Classify animals by their habitats, mode of nutrition, movement and reproduction.</li> <li>- Explain the importance of animals</li> </ul>	<b>Animals</b> <ul style="list-style-type: none"> <li>- Domestic and wild animals</li> <li>- Habitat and care for animals</li> </ul>	<ul style="list-style-type: none"> <li>- Differentiate between domestic and wild animals</li> <li>- Describe the different habitats of animals</li> <li>- Practise conservation</li> </ul>
		<b>Learning/ Teaching Strategies</b>	<b>Didactic Materials</b>
		<ul style="list-style-type: none"> <li>- Demonstration</li> <li>- Excursions to resource places</li> <li>- Discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Real objects</li> <li>- Specimens</li> <li>- Charts</li> <li>- Pictures</li> <li>- Magazines</li> <li>- Relevant maps</li> </ul>
		<ul style="list-style-type: none"> <li>- Project method</li> <li>- Experimentation</li> <li>- Demonstration</li> <li>- Excursion</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Real objects</li> <li>- Specimens</li> <li>- Relevant charts/pictures</li> <li>- Magazines</li> <li>- Models</li> </ul>
		<ul style="list-style-type: none"> <li>- Project method</li> <li>- Experimentation</li> <li>- Demonstration</li> <li>- Excursion</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Real objects</li> <li>- Relevant charts, pictures and magazines</li> <li>- Models</li> </ul>

CLASS 3		CLASS 4		Suggested Methodology and Didactic Materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Learning/ Teaching Strategies	Didactic Materials
<b>Birds</b> - Domestic and wild birds - Main features	- Describe birds according to their features - Practise conservation	<b>Birds</b> - Domestic and wild birds - Habitat and care for birds	- Differentiate domestic and wild birds in the locality - Describe the different habitats of birds - Differentiate their mode of feeding - Practise conservation	- Project method - Experimentation - Demonstration - Excursion - Discussion	- Real objects - Specimens - Charts/Pictures - Magazines - Models
<b>Fishes</b> - Types - Parts	- Identify the various types of fishes - Describe the different parts of fishes	<b>Fishing</b> - Tools - Methods	- Identify the various tools of a fisher man - Describes the methods of fishing - Modify eating habits	- Experimentation - Demonstration - Excursion - Discussions - Flipped classroom	- Real objects - Specimens - Illustrative charts - Relevant pictures - Magazine
<b>Insects</b> - Types	- Classify insects according to their usefulness - Conform with environmental ethics	<b>Insects</b> Characteristics	- Differentiate the various types of insects in the locality - Protect insects	- Demonstration - Excursion - Discussions - Flipped classroom	- Relevant charts/pictures - Magazines - Models - Insect box
<b>Plants</b> - Seeds - Seed dispersal	- Identify the various types of seeds - Describe the characteristics of seeds - Explain the various agents of seed dispersal	<b>Plants</b> - Types - Flowers - Greenery	- Differentiate plants and flowers according to their characteristics - Plant trees and flowers - Care for plants and flowers	- Project method - Experimentation - Demonstration - Discussions - Flipped classroom	- Specimens - Charts - Pictures/magazines - Seeds and seedlings

CLASS 3		CLASS 4		Suggested Methodology and Didactic Materials	
Units/Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Learning/ Teaching Strategies	Didactic Materials
<b>Matter</b> - State - Water	- Describe the various states of matter - Associate different sources of water to their uses - Explain qualities of potable water - Drink water regularly	<b>Matter</b> - Water - The school water source	- Support the care of the school water source - Protect the sources of water - Drink water regularly	- Project method - Experimentation - Excursion - Discussions - Flipped classroom	- Real objects - Relevant charts/pictures
<b>Pollution</b> - Types	- Describe the different types of pollution - Differentiate between organic and inorganic waste - Practise waste separation	- Pollution - Waste management	- Differentiate types of pollution - Describe ways of preventing pollution. - Dispose of dirt/waste responsibly	- Project method - Experimentation - Demonstration - Excursion	- Real objects - Illustrative charts - Relevant pictures - Organic and inorganic waste - Recyclable materials
<b>Environmental Hazards</b>	- State environmental hazards in the locality - Demonstrate awareness on how environmental hazards affect people and other living things - Analyse problems related to environmental hazards	- Hazards in the locality	- State environmental hazards in the locality - Describe some prevention measures - Protect the environment - Design slogans	- Project method - Experimentation - Demonstration - Excursion - Discussions - Flipped classroom	- Real objects - Illustrative charts - Relevant pictures - Magazines - Recyclable materials
<b>Soils</b> - Types of soils - Characteristics of soil	- Conduct simple experiments to bring out the characteristics of different types of soils - Raise awareness on environmental protection	<b>Planting</b> - Planting of trees, grass and flowers	- Protect the environment - Raise awareness on environmental protection - Propose an environmental campaign slogan	- Project method - Experimentation - Demonstration - Excursion - Discussions	- Soils specimens - Illustrative charts - Relevant pictures - Bold marker - Scissors - Cardboard - Old buckets/tyres

<b>Technology and Engineering</b>				
<b>CLASS 3</b>		<b>CLASS 4</b>		<b>Suggested Methodology and Didactic Materials</b>
<b>Unit / Contents</b>	<b>Expected Learning Outcomes</b>	<b>Unit / Contents</b>	<b>Expected Learning Outcomes</b>	<b>Teaching/Learning Strategies</b>
<b>Machines</b> - Tools (farming, carpentry, tailoring, bricklaying, building, fishing)	- Identify the various types of tools and machines in the locality - Locate machines for various uses - Manipulate tools	<b>Machines</b> - Tools (grinding machines, weaving loom)	- Differentiate the functions of manual and electrical machines found in the locality	- Flipped classroom - Cooperative learning
<b>Construction</b> - Materials - Building construction - Road engineering - Maintenance	- Identify construction materials - Identify the various steps in building a good house - Describe how a road is built - Construct miniature objects	<b>Construction</b> - Construction materials - Building construction - Road construction - Maintenance	- Describe construction materials - Describe various steps in building a solid house - Describe various steps in building a good road - Maintain architecture	- Trial and error - Cooperative learning - Projects - Illustrations - Guided tours to building sites
<b>Plumbing</b> - Taps - Piping - Water systems	- Identify plumbing materials - Simulate a plumber's job - Use taps and water system toilets appropriately	<b>Plumbing</b> - Taps - Piping - Water systems	- Describe plumbing materials - Show the various steps in plumbing a house - Use taps and water system toilets appropriately	- Trial and error - Cooperative learning - Projects - Illustrations - Guided tours to building sites
<b>Telecommunications</b> - Telephones - Radio/TV - Camera - Fax machine	- Identify various telecommunication tools - Produce miniature phones, radios and TV's - Use telecommunication devices responsibly	<b>Telecommunications</b> - Telephones - Radio/TV - Fax	- Describe how telecommunication tools operate - Produce miniature telecommunication tools - Use the operating systems of telecommunication devices responsibly	- Trial and error - Cooperative learning - Projects - Illustrations - Guided tours to telecommunication operating sites
				<b>Didactic Materials</b> - Charts - Pictures - Moulds, hoe, cutlass - Tapes, fishing nets - Scissors - Sawdust, clay, sand, cement, moulds, red soil - Saw, hammer, nails, palm fronds, pith, ropes - Bamboos, cane, grass, water, buckets, jackets, - Tapes, gloves, boots, helmets, masks, iron rods, wood - Ropes, water, buckets - Jackets, tapes, gloves - Boots, helmets, masks - Pipes, plantain suckers, taps, used pipes - Fix/mobile telephones - Radios, cables - Fax machines, wires, batteries - Television set - Cameras

CLASS 3		CLASS 4		Suggested Methodology and Didactic Materials	
Unit / Contents	Expected Learning Outcomes	Unit / Contents	Expected Learning Outcomes	Teaching/Learning Strategies	Didactic Materials
<b>Energy</b> - Sources of energy - Forms of energy - Uses of energy	- Identify different sources/forms of energy - Explain the uses of energy - Stay away from danger	<b>Energy</b> - Sources of energy - Forms of energy - Uses of energy - Production of energy	- Describe different sources of energy - Present how to use energy appropriately - Generate energy in their environment - Stay away from danger	- Discussions - Demonstration - Illustrations - Trail and error - Projects - Outdoor lessons/excursions - Presentations	- Charts, video tapes - ICT devices, - Pictures, dung, used cables - Iron filing - Metals
<b>Electricity</b> - Electrical devices - Dangers of electricity - Wiring	- Identify electrical devices - Simulate the use of electricity and electrical devices correctly - Identify safety measures to be taken while using devices - Avoid playing with electrical devices	<b>Electricity</b> - Conductors - Insulators - Electrical devices - Dangers of electricity	- Identify electrical devices - Describe how electricity and electrical devices should be used - Describe safety measures to be taken while using or installing electrical devices - Avoid playing with electrical devices	- Discussions - Demonstrations - Illustrations - Projects - Outdoor lessons - Presentations - Role-play and dramatization	- Relevant charts/pictures - Real objects like safe cables, bathing slippers, testers, masks, gloves, bulbs, switches, plastic buckets, wood - ICT devices - A bedside lamp model can be produced as a project
<b>Safety and security</b> - Safety measures - Security equipment	- Apply safety rules at all times - Use appropriate protective equipment at all times	<b>Safety and security</b> - Safety measures - Security equipment	- Apply safety rules at all times - Use appropriate protective equipment at all times	- Discussions - Demonstrations - Outdoor lessons - Presentations	- Helmets, masks, protective glasses, plastic slippers, gloves, insulators, lab coats, boots

## Les contenus du Français

**Tableau 23:** Les contenus du Français, les résultats attendus, la méthodologie et le matériel didactique

Compréhension et expression orale			
CLASS 3		CLASS 4	
Unités / contenus d'apprentissage	Résultats attendus	Unités / contenus d'apprentissage	Résultats attendus
Méthodologie et matériels didactiques		Stratégies d'enseignement/ apprentissage	Matériels didactiques
<p><b>Présentations:</b> -<b>Lexique:</b> Bonjour, salut, bonsoir, ... -<b>Structures grammaticales:</b> Je m'appelle ; il/elle s'appelle ; j'habite à, il/elle habite à...</p>	<p>Saluer, se présenter et présenter quelqu'un.</p>	<p><b>Présentations:</b> <b>Lexique:</b> père, mère, oncle, tante, cousin, nièce, professions, ... -<b>Structures grammaticales:</b> lui/elle c'est ... ; Il/elle s'appelle ; elle/il +verbes liés à la profession</p>	<p>Présenter les membres de sa famille et leur profession.</p>
<p><b>Les saisons:</b> -<b>Lexique:</b> indications de la météo (il pleut, il fait beau, il neige, il fait froid, il fait chaud) -<b>Structures grammaticales:</b> Quel temps fait-il ? Les indicateurs temporels (aujourd'hui, hier, demain, ...) Quelle heure est-il ? Il est ...</p>	<p>-Parler du temps qu'il fait ; -Demander et dire l'heure.</p>	<p><b>Le temps:</b> - <b>Lexique:</b> indications de la météo (il pleut, il fait beau, il neige, il fait froid) ; vocabulaire en rapport avec les centres d'intérêts -<b>Structures grammaticales:</b> Quel temps fait-il ? Les indicateurs temporels (aujourd'hui, hier, demain, ...) Quelle heure est-il ? Il est ...</p>	<p>-Dire le temps qu'il fait</p>
		<p>- Jeux de rôles - Dramatisation - Systématisation - Démonstrations - Comptines - Illustrations - Marionnettes, - Approche actionnelle</p>	<p>- Images - Posters - Supports audio-visuels, - Jeux - Radio - Téléphone - Télévision - Enregistrements</p>
		<p>- Jeux de rôles; - Dramatisation - Systématisation - Démonstrations - Comptines - Illustrations - Marionnettes - Approche actionnelle</p>	<p>- Images - Posters - Supports audio-visuels - Jeux - Radio - Téléphone - Télévision - Enregistrements</p>



CLASS 3		CLASS 4		Méthodologie et matériels didactiques	
Unités / contenus d'apprentissage	Résultats attendus	Unités / contenus d'apprentissage	Résultats attendus	Stratégies d'enseignement/apprentissage	Matériels didactiques
<p><b>Expressions des souhaits</b></p> <ul style="list-style-type: none"> <li>- <b>Lexique:</b> objets, services...</li> <li>- Structures grammaticales: je veux, j'ai envie, s'il vous plaît...</li> </ul>	<p>Exprimer un souhait, un avis, un désir.</p>	<p><b>Expression des opinions:</b></p> <ul style="list-style-type: none"> <li>- <b>Lexique:</b> avis, point de vue, pensée...</li> <li>- <b>Structures grammaticales:</b> à mon avis, je pense que, je suis de l'avis, d'après moi...</li> </ul>	<p>Exprimer son opinion</p>	<ul style="list-style-type: none"> <li>- Jeux de rôles</li> <li>- Dramatisation</li> <li>- Systématisation</li> <li>- Démonstrations</li> <li>- Comptines</li> <li>- Illustrations</li> <li>- Marionnettes, approche communicative</li> <li>- Approche actionnelle</li> </ul>	<ul style="list-style-type: none"> <li>- Images</li> <li>- Posters</li> <li>- Supports audio-visuels,</li> <li>- Jeux</li> <li>- Radio</li> <li>- Téléphone</li> <li>- Télévision</li> <li>- Enregistrements</li> </ul>
<p><b>Descriptions:</b></p> <ul style="list-style-type: none"> <li>- <b>Lexique:</b> les noms des lieux, les objets, les personnes, les animaux, les couleurs...</li> <li>- <b>Structures grammaticales:</b> prépositions, les adjectifs qualificatifs, ... verbes être et avoir</li> </ul>	<p>Décrire un objet, une personne, un animal, un lieu.</p>	<p><b>Descriptions:</b></p> <ul style="list-style-type: none"> <li>- <b>Lexique:</b> aspect général, aspect physique, aspect moral</li> <li>- <b>Structures grammaticales:</b> il est ... ; il a ... ; il/elle est sympa/triste/...</li> </ul>	<p>Décrire un objet, un paysage, une personne.</p>	<ul style="list-style-type: none"> <li>- Jeux de rôles</li> <li>- Dramatisation</li> <li>- Systématisation</li> <li>- Démonstrations</li> <li>- Comptines</li> <li>- Illustrations</li> <li>- Marionnettes,</li> <li>- Approche actionnelle</li> </ul>	<ul style="list-style-type: none"> <li>- Images, posters</li> <li>- Supports audio-visuels</li> <li>- Jeux, radio</li> <li>- Téléphone</li> <li>- Télévision</li> <li>- Enregistrements</li> </ul>
<p><b>Biens et services:</b></p> <ul style="list-style-type: none"> <li>- <b>Lexique :</b> les nombres de 0 à 1,000; les objets, les personnes et les animaux</li> <li>- <b>Structures grammaticales:</b> <b>Combien y a-t-il de... ? Combien coûte... ?</b></li> <li>...</li> </ul>	<p>Compter jusqu'à 1.000.</p>	<p><b>Biens et services:</b></p> <ul style="list-style-type: none"> <li>- <b>Lexique:</b> nombres, objets, personnes, animaux, monnaie, articles, ...</li> <li>- <b>Structures grammaticales:</b> c'est combien ? C'est cher, ...</li> </ul>	<p>Compter jusqu'à 100.000.</p>	<ul style="list-style-type: none"> <li>- Jeux de rôles</li> <li>- Dramatisation</li> <li>- Systématisation</li> <li>- Démonstrations</li> <li>- Comptines</li> <li>- Illustrations</li> <li>- Marionnettes</li> <li>- Approche actionnelle</li> </ul>	<ul style="list-style-type: none"> <li>- Images, posters</li> <li>- Supports audio-visuels</li> <li>- Jeux, radio</li> <li>- Téléphone</li> <li>- Télévision</li> <li>- Enregistrements</li> </ul>

CLASS 3		CLASS 4		Méthodologie et matériels didactiques	
Unités / contenus d'apprentissage	Résultats attendus	Unités / contenus d'apprentissage	Résultats attendus	Stratégies d'enseignement/ apprentissage	Matériels didactiques
<p><b>Achats et ventes:</b>  <b>-Lexique:</b> articles, monnaie, services, ....  <b>-Structures grammaticales:</b>                      Combien coûte...? ... c'est combien? C'est...! Ça coûte...</p>	Faire des achats.	<p><b>Achats et ventes:</b>  <b>-Lexique:</b> articles, monnaie, services, ....                      Vocabulaire en rapport avec les centres d'intérêt.  <b>-Structures grammaticales:</b>                      Combien coûte...? ... c'est... combien? C'est...! Ça coûte...</p>	Acheter / vendre.	<ul style="list-style-type: none"> <li>- Jeux de rôles</li> <li>- Dramatisation</li> <li>- Systématisation</li> <li>- Démonstrations</li> <li>- Comptines</li> <li>- Illustrations</li> <li>- Marionnettes, Approche actionnelle</li> </ul>	<ul style="list-style-type: none"> <li>- Images</li> <li>- Posters</li> <li>- Supports audio-visuels,</li> <li>- Jeux</li> <li>- Radio</li> <li>- Téléphone</li> <li>- Télévision</li> <li>- Enregistrements</li> </ul>
<p><b>Récits:</b>  <b>-Lexique:</b> lieux, personnages, actions, événements...  <b>-Structures grammaticales:</b> verbes d'action au passé ; des indicateurs temporels, ...</p>	Raconter oralement des histoires vécues, entendues ou imaginaires.	<p><b>Récits:</b>  <b>-Lexique:</b> événements, actions chronologiques,  <b>-Structures grammaticales:</b> temps du passé, indicateurs temporels, ...</p>	Raconter oralement une histoire vécue ou entendue.	<ul style="list-style-type: none"> <li>- Jeux de rôles</li> <li>- Dramatisation</li> <li>- Systématisation</li> <li>- Démonstrations</li> <li>- Comptines</li> <li>- Illustrations</li> <li>- Marionnettes, Approche actionnelle</li> </ul>	<ul style="list-style-type: none"> <li>- Images, posters</li> <li>- Supports audio-visuels</li> <li>- Jeux, radio</li> <li>- Téléphone</li> <li>- Télévision</li> <li>- Enregistrements</li> </ul>
<p><b>Expression des sensations:</b>  <b>-Lexique:</b> sentiments, maladies, état général, ...  <b>-Structures grammaticales:</b> j'ai froid/chaud...j'ai mal à ... ; je suis triste/Content/fâché, ...</p>	Dire ce qu'on ressent	<p><b>Sports et loisirs</b>  <b>Lexique:</b> sports, loisirs, jeux                      Structures: jouer à/au/à la; aimer faire ;...</p>	Parler des sports et loisirs.	<ul style="list-style-type: none"> <li>- Jeux de rôles</li> <li>- Dramatisation</li> <li>- Systématisation</li> <li>- Démonstrations</li> <li>- Comptines, Illustrations</li> <li>- Marionnettes, approche communicative</li> <li>- Approche actionnelle</li> </ul>	<ul style="list-style-type: none"> <li>- Images, posters</li> <li>- Supports audio-visuels</li> <li>- Jeux, radio</li> <li>- Téléphone</li> <li>- Télévision</li> <li>- Enregistrements</li> </ul>

CLASS 3		CLASS 4		Méthodologie et matériels didactiques	
Unités / contenus d'apprentissage	Résultats attendus	Unités / contenus d'apprentissage	Résultats attendus	Stratégies d'enseignement/apprentissage	Matériels didactiques
<b>Localisation:</b> -Lexique: les noms des lieux, les bâtiments, les rues, ... -Structures grammaticales: je vais à/au/à l'...Je viens de/du/de l'...	-Se situer dans l'espace; -Dire où on va/et d'où on vient.	<b>Situation dans l'espace:</b> -Lexique: lieux, bâtiments, rues, ... -Structures grammaticales: Où est... ? Comment aller à ... ? Tout droit, à gauche, à droite, ...	Décrire un itinéraire.	- Jeux de rôles - Dramatisation - Systématisation - Démonstrations - Comptines, Illustrations - Marionnettes, approche communicative - Approche actionnelle	- Images, posters - Supports audio-visuels - Jeux, radio - Téléphone - Télévision - Enregistrements
<b>Activités des hommes:</b> -Lexique: cultivateur, commerçant, forgeron, couturier... -Structures grammaticales: on coupe les herbes avec une machette,...	Identifier les activités des hommes de sa localité.	<b>Activités des hommes:</b> -Lexique: cultivateur, commerçant, forgeron, couturier... -Structures grammaticales: on coupe ... avec ...	Parler des activités des hommes de sa localité.	- Jeux de rôles - Dramatisation - Systématisation - Démonstrations - Comptines, Illustrations - Marionnettes, approche communicative - Approche actionnelle	- Images, posters - Supports audio-visuels - Jeux, radio - Téléphone - Télévision - Enregistrements
<b>Compréhension écrite (lecture)</b>					
<b>Lecture des mots et des phrases:</b> les mots et les phrases relatifs aux centres d'intérêt	Lire des mots et des phrases	<b>Lecture des mots et des phrases:</b> les mots et les phrases relatifs aux centres d'intérêt	Lire des mots et des phrases.	- Activités de pré-lecture - Lecture globale - Lecture sélective - Activités de post-lecture.	- Textes - Textes illustrés - Albums enfant - Page internet

CLASS 3		CLASS 4		Méthodologie et matériels didactiques	
Unités / contenus d'apprentissage	Résultats attendus	Unités / contenus d'apprentissage	Résultats attendus	Stratégies d'enseignement/apprentissage	Matériels didactiques
Lecture de textes divers	<ul style="list-style-type: none"> <li>- Lire à haute voix des textes divers et simples (4 phrases)</li> <li>- Repérer les indices d'un texte</li> <li>- Répondre aux questions textuelles</li> <li>- Identifier les aspects importants de l'organisation d'un texte (structure et format)</li> <li>- Retrouver l'idée générale d'un texte lu</li> <li>- Développer le goût de la lecture</li> </ul>	<ul style="list-style-type: none"> <li>- Texte narratif;</li> <li>- Texte descriptif;</li> <li>- Texte explicatif;</li> <li>- Texte informatif;</li> <li>- Texte poétique.</li> </ul>	<ul style="list-style-type: none"> <li>- Lire à haute voix des textes divers et simples (6 phrases);</li> <li>- Repérer les indices d'un texte;</li> <li>- Répondre aux questions textuelles</li> <li>- Identifier les aspects importants de l'organisation d'un texte (structure et format);</li> <li>- Retrouver l'idée générale d'un texte lu.</li> </ul>	<ul style="list-style-type: none"> <li>- Activités de pré-lecture</li> <li>- Lecture globale</li> <li>- Lecture sélective</li> <li>- Activités de post-lecture.</li> </ul>	<ul style="list-style-type: none"> <li>- Textes</li> <li>- Textes illustrés</li> <li>- Albums enfant</li> <li>- Page internet</li> </ul>
<p><b>Récits:</b></p> <ul style="list-style-type: none"> <li>- Chronologie des faits</li> <li>- textes narratifs</li> <li>- faits divers</li> </ul>	<ul style="list-style-type: none"> <li>Organiser un récit dans un ordre cohérent.</li> </ul>	<p><b>Récits:</b></p> <ul style="list-style-type: none"> <li>- Chronologie des faits</li> <li>- textes narratifs</li> <li>- faits divers</li> </ul>	<ul style="list-style-type: none"> <li>Organiser un récit dans un ordre cohérent.</li> </ul>	<ul style="list-style-type: none"> <li>- Production du premier jet</li> <li>- Production du deuxième jet</li> <li>- Correction</li> <li>- Auto-évaluation à partir des critères</li> </ul>	<ul style="list-style-type: none"> <li>- Images</li> <li>- Posters</li> <li>- Albums</li> <li>- Divers supports visuels</li> </ul>

CLASS 3		CLASS 4		Méthodologie et matériels didactiques	
Unités / contenus d'apprentissage	Résultats attendus	Unités / contenus d'apprentissage	Résultats attendus	Stratégies d'enseignement/ apprentissage	Matériels didactiques
<b>Textes incomplets</b>	-Terminer une histoire; -Rédiger un texte cohérent; -Compléter une histoire.	<b>Textes incomplets</b>	- Terminer une histoire; - Rédiger un texte cohérent; - Compléter une histoire.	- Production du premier jet - Production du deuxième jet - Correction - Auto-évaluation à partir des critères	- Images - Posters - Albums - Divers supports visuels
<b>Descriptions</b>	Décrire un lieu, une personne, un animal, un objet.	<b>Descriptions, portraits</b>	Décrire un lieu, une personne, un animal, un objet.	- Production du premier jet - Production du deuxième jet - Correction - Auto-évaluation à partir des critères	- Images - Posters - Albums - Divers supports visuels
<b>Textes fonctionnels:</b> lettre, post-it, étiquettes, ...	Produire de textes fonctionnels de son environnement.	Les textes informatifs (Lettre, affiche, invitation, carte postale, ...)	Produire des textes informatifs usuels.	- Production du premier jet - Production du deuxième jet - Correction - Auto-évaluation à partir des critères.	- Images - Posters - Albums - Divers supports visuels
<b>Lettres:</b> Lettres, courriels, messages	Compléter une lettre, un courriel, un message.	<b>Lettres:</b> Lettres, courriels, messages	Ecrire une lettre en respectant la silhouette.	- Production du premier jet - Production du deuxième jet - Correction - Auto-évaluation à partir des critères.	- Images - Posters - Albums - Divers supports visuels

Les contenus du Français, les résultats attendus, la méthodologie et le matériel didactique

### Vocabulaire

CLASS 3		CLASS 4		Méthodologie et matériels didactiques	
Unités / contenus d'apprentissage	Résultats attendus	Unités / contenus d'apprentissage	Résultats attendus	Stratégies d'enseignement/apprentissage	Matériels didactiques
<b>Le dictionnaire bilingue:</b> lexique en relation avec les centres d'intérêts	-Utiliser le dictionnaire bilingue; -Développer le goût de la lecture.	<b>Le dictionnaire bilingue:</b> lexique en relation avec les centres d'intérêts	-Utiliser le dictionnaire bilingue -Développer le goût de la lecture.	- Observation - Découverte - Systématisation - Classement - Test de closure	- Images - Posters - Albums - Divers supports visuels
<b>Les antonymes:</b> Lexique en relation avec les centres d'intérêts	Utiliser correctement les antonymes.	<b>Les antonymes:</b> Lexique en relation avec les centres d'intérêts	Utiliser correctement les antonymes.	- Observation - Découverte - Systématisation - Classement - Test de closure	- Images - Posters - Albums - Divers supports visuels
<b>Familles de mots</b>	-Regrouper des mots par famille; -Trouver un ou des mots de la même famille	- Familles de mots - Lexique en relation avec les centres d'intérêts	Utiliser les préfixes et les suffixes pour former de nouveaux mots.	- Observation - Découverte - Systématisation - Classement - Test de closure	- Images - Posters - Albums - Divers supports visuels
<b>Grammaire et conjugaison</b>					
<b>Groupe nominal:</b> le nom, (nom, déterminants)	Identifier le groupe nominal dans une phrase.	<b>Groupe nominal:</b> le nom (nom, déterminants)	Utiliser correctement les groupes nominaux dans les phrases.	- Observation - Découverte - Systématisation - Classement - Test de closure	- Images - Posters - Albums - Divers supports visuels...
<b>Les déterminants du nom</b> (adjectifs possessifs, adjectifs démonstratifs, articles)	Déterminer la nature d'un déterminant.	<b>Les déterminants du nom</b> (adjectifs possessifs, adjectifs démonstratifs, articles)	Accorder correctement les déterminants du nom.	- Observation - Découverte - Systématisation - Classement - Test de closure	- Images - Posters - Albums - Divers supports visuels...
<b>La phrase simple</b> (constituants): sujet – verbe-complément	Identifier les constituants de la phrase.	<b>La phrase complexe</b> (propositions)	Identifier les propositions dans une phrase complexes.	- Observation - Découverte - Systématisation - Classement - Test de closure	- Images - Posters - Albums - Divers supports visuels...



CLASS 3		CLASS 4		Méthodologie et matériels didactiques	
Unités / contenus d'apprentissage	Résultats attendus	Unités / contenus d'apprentissage	Résultats attendus	Stratégies d'enseignement/ apprentissage	Matériels didactiques
<p><b>Les signes de ponctuation de base:</b> point, virgule, point d'interrogation.</p> <p><b>Les types de phrases:</b> (déclarative, interrogative, exclamative)</p> <p><b>Textes:</b> les constituants d'un texte (phrases, paragraphes, illustrations)</p> <p><b>Les pronoms personnels:</b> (je, tu, il/elle, nous, vous, ils/elles)</p> <p><b>Le groupe verbal (COD)</b></p> <p><b>Prépositions:</b> les prépositions (à, de, du, de la, ...) et leur usage</p>	<p>Utiliser correctement les signes de ponctuation.</p> <p>Identifier les différents types de phrases.</p> <p>Déterminer les constituants d'un texte.</p> <p>Identifier un pronom personnel.</p> <p>-Identifier le groupe verbal dans une phrase; -Identifier le COD dans les phrases.</p> <p>Identifier les prépositions dans des phrases.</p>	<p><b>Les signes de ponctuation de base:</b> point, virgule, point d'interrogation.</p> <p><b>Les types de phrases:</b> (déclarative, interrogative, exclamative)</p> <p><b>Textes:</b> les constituants d'un texte (phrases, paragraphes, illustrations)</p> <p><b>Les pronoms personnels:</b> (je, tu, il/elle, nous, vous, ils/elles)</p> <p><b>Groupe verbal</b> COD, COI</p> <p><b>Prépositions:</b> les prépositions (à, de, du, de la, ...) et leur usage</p>	<p>Utiliser correctement les signes de ponctuation.</p> <p>Construire les différents types de phrases</p> <p>Déterminer les constituants d'un texte.</p> <p>Utiliser correctement les pronoms personnels</p> <p>-Utiliser le groupe verbal dans la phrase; -Utiliser les COD et COI dans les phrases.</p> <p>Utiliser les prépositions dans des phrases correctes.</p>	<p>- Observation - Découverte - Systématisation - Classement - Test de closure</p> <p>- Observation - Découverte - Systématisation - Classement - Test de closure</p> <p>- Observation - Découverte - Systématisation - Classement - Test de closure</p> <p>- Observation - Découverte - Systématisation - Classement - Test de closure</p> <p>- Observation - Découverte - Systématisation - Classement - Test de closure</p> <p>- Observation - Découverte - Systématisation - Classement - Test de closure</p> <p>- Observation - Découverte - Systématisation - Classement - Test de closure</p>	<p>- Images - Posters - Albums - Divers supports visuels...</p> <p>- Images - Posters - Albums - Divers supports visuels...</p> <p>- Images - Posters - Albums - Divers supports visuels...</p> <p>- Images - Posters - Albums - Divers supports visuels...</p> <p>- Images - Posters - Albums - Divers supports visuels...</p> <p>- Images - Posters - Albums - Divers supports visuels...</p> <p>- Images - Posters - Albums - Divers supports visuels...</p>

CLASS 3		CLASS 4		Méthodologie et matériels didactiques	
Unités / contenus d'apprentissage	Résultats attendus	Unités / contenus d'apprentissage	Résultats attendus	Stratégies d'enseignement/apprentissage	Matériels didactiques
<b>Conjonctions de coordination:</b> et, ou, mais...	Identifier les conjonctions de coordination dans des phrases.	<b>Conjonctions de coordination</b> Et, ou, mais, donc, or, ni, car	Utiliser les conjonctions de coordination dans des phrases.	- Illustrations; observation; - Découverte; systématisation; - Classement; test de closure.	- Images - Posters - Albums - Divers supports visuels...
<b>Les adjectifs qualificatifs usuels</b> (Contents, petit,...)	Identifier les adjectifs qualificatifs dans les phrases.	<b>Les adjectifs qualificatifs usuels</b>	Utiliser correctement les adjectifs qualificatifs	- Illustrations; observation; - Découverte; systématisation; - Classement; test de closure.	- Images - Posters - Albums - Divers supports visuels...
<b>Les indicateurs temporels:</b> demain, aujourd'hui, hier, il y a une fois, ...	Conjuguer un verbe au temps qu'impose un indicateur temporel.	<b>Les indicateurs temporels:</b> fréquence (chaque jour, de temps en temps, ...)	Conjuguer un verbe au temps qu'impose un indicateur temporel.	- Illustrations; observation; - Découverte; systématisation; - Classement; test de closure.	- Images - Posters - Albums - Divers supports visuels...
<b>Les temps verbaux simples:</b> présent, futur simple	Identifier les temps simples de l'indicatif.	<b>Les temps verbaux composés:</b> Le passé composé	Conjuguer les verbes au passé composé.	- Illustrations; observation; - Découverte; systématisation; - Classement; test de closure.	- Images - Posters - Albums - Divers supports visuels...
<b>Les verbes être et avoir aux temps simples de l'indicatif</b>	Conjuguer les verbes être et avoir aux temps simples de l'indicatif.	<b>Les verbes être, avoir et aller aux temps simples de l'indicatif</b>	Conjuguer les verbes être et avoir aux temps simples de l'indicatif.	- Illustrations; observation; - Découverte; systématisation; - Classement; test de closure.	- Images - Posters - Albums - Divers supports visuels...
<b>L'imparfait de l'indicatif</b>	Conjuguer les verbes à l'imparfait de l'indicatif.	<b>L'imparfait de l'indicatif</b>	Conjuguer les verbes à l'imparfait de l'indicatif.	- Illustrations; observation; - Découverte; systématisation; - Classement; test de closure.	- Images - Posters - Albums - Divers supports visuels...

CLASS 3		CLASS 4		Méthodologie et matériels didactiques	
Unités / contenus d'apprentissage	Résultats attendus	Unités / contenus d'apprentissage	Résultats attendus	Stratégies d'enseignement/apprentissage	Matériels didactiques
<b>Les groupes verbaux:</b> les verbes du 2ème groupe (finir, punir, ...)	Conjuguer convenablement les verbes du 1er et du 2ème groupe aux temps de l'indicatif.	<b>Les groupes verbaux:</b> les verbes du 3ème groupe (tenir, venir, sortir, ...)	Conjuguer les verbes du 3ème groupe aux temps de l'indicatif.	- Illustrations; observation; - Découverte; systématisation; - Classement; test de closure.	- Images - Posters - Albums - Divers supports visuels...
<b>Orthographe</b>					
<b>Marques morphologiques:</b> (majuscule, virgule, deux points, cédille, apostrophe)	Utiliser les signes morphologiques.	<b>Marques morphologiques:</b> (majuscule, virgule, deux points, cédille, apostrophe)	Utiliser les signes morphologiques.	- Illustrations; observation; - Découverte; systématisation; - Classement; test de closure.	- Images - Posters - Albums - Divers supports visuels...
<b>Marque régulière du féminin (e)</b>	Distinguer le nom masculin du nom féminin.	<b>Marques du genre avec des exceptions</b>	Utiliser correctement les marques du genre.	- Illustrations; observation; - Découverte; systématisation; - Classement; test de closure.	- Images - Posters - Albums - Divers supports visuels...
<b>Marques du nombre (s)</b>	Distinguer le nom singulier du nom pluriel.	<b>Marques irrégulières du nombre (-x ; -aux)</b>	Utiliser correctement quelques marques irrégulières du nombre.	- Illustrations; observation; - Découverte; systématisation; - Classement; test de closure.	- Images - Posters - Albums - Divers supports visuels...
<b>Accord des adjectifs qualificatifs</b>	Accorder correctement les adjectifs qualificatifs.	<b>Accord des adjectifs qualificatifs</b>	Accorder correctement les adjectifs qualificatifs.	- Illustrations; observation; - Découverte; systématisation; - Classement; test de closure.	- Images - Posters - Albums - Divers supports visuels...

## Contents of Social Studies

**Table 24: Social Studies contents, expected learning outcomes, suggested methodology and didactic materials**

History			
CLASS 3		CLASS 4	
Unit / Contents	Expected Learning Outcomes	Unit / Contents	Expected Learning Outcomes
<ul style="list-style-type: none"> <li>- Types of History</li> <li>- Notion of time</li> <li>- Sources of History</li> </ul>	<ul style="list-style-type: none"> <li>- State various types and sources of history</li> <li>- Relate past, present and future events</li> <li>- Narrate historical events with interest</li> </ul>	<ul style="list-style-type: none"> <li>- Types of History</li> <li>- Notion of time</li> <li>- Sources of History</li> <li>- Historical events</li> </ul>	<ul style="list-style-type: none"> <li>- Describe types and sources of History</li> <li>- Explain dates and periods in History</li> <li>- Narrate historical events with interest</li> </ul>
<ul style="list-style-type: none"> <li>- Historical figures and events</li> <li>- Personalities</li> <li>- Activities</li> <li>- Tools</li> <li>- Discoveries</li> </ul>	<ul style="list-style-type: none"> <li>- Identify some historical figures</li> <li>- Explain the history of Early Man</li> <li>- Enumerate Early Man's tools and his discoveries</li> <li>- Recount historical events</li> </ul>	<ul style="list-style-type: none"> <li>- People of Cameroon</li> <li>- Europeans in Cameroon</li> <li>- German Annexation</li> <li>- German Administration</li> <li>- Resistance</li> <li>- Collaboration</li> <li>- Pacification of Cameroon</li> <li>- Charles Atangana</li> <li>- Fon Galega I</li> <li>- King Manga Bell</li> <li>- King Akwa</li> <li>- Sultan Njoya</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the different groupings that first occupied Cameroon</li> <li>- Identify the Europeans who came to Cameroon</li> <li>- Explain how the Germans annexed Cameroon</li> <li>- Describe German administration of Cameroon</li> <li>- Identify some Cameroonian historical figures and their contributions to the pacification of Cameroon</li> </ul>
		Teaching / Learning Strategies	Didactic Materials
		<ul style="list-style-type: none"> <li>- Visits to oral sources</li> <li>- Invite resource persons</li> <li>- Excursion to archaeological sites</li> <li>- Debates</li> <li>- Story-telling</li> <li>- Enquiries and data collection</li> </ul>	<ul style="list-style-type: none"> <li>- Relevant charts</li> <li>- Relevant pictures</li> <li>- Records/relics</li> <li>- Paintings</li> <li>- Newspapers</li> <li>- Audio-visual materials</li> <li>- Statistics</li> </ul>
		<ul style="list-style-type: none"> <li>- Visits to oral sources</li> <li>- Invite resource persons</li> <li>- Excursion to archaeological sites</li> <li>- Class debates</li> <li>- Story-telling</li> <li>- Enquiries and data collection</li> <li>- Drawing and painting</li> <li>- Role-play and simulation</li> </ul>	<ul style="list-style-type: none"> <li>- Maps</li> <li>- Relevant charts/pictures</li> <li>- Records</li> <li>- Relics</li> <li>- Paintings</li> <li>- Audio-visual materials</li> <li>- Statistics</li> </ul>

**Geography**

CLASS 3		CLASS 4		Suggested Methodology and Didactic Materials	
Unit /Contents	Expected Learning Outcomes	Unit / Contents	Expected Learning Outcomes	Teaching /Learning Strategies	Didactic Materials
<b>Physical Geography</b> - Features - Maps - Rainfall temperature, humidity, air pressure - Sunshine, wind speed, wind direction - Rainy and dry seasons	- Identify and locate places in their immediate environment - Identify different elements of the weather and instruments used to keep records - Observe and record weather conditions - Predict weather conditions and be weather wise	- Wind vane - Cardinal points - Stars, moon, sun - Compass - Rainfall, temperature, humidity, air pressure - Sunshine, wind speed, wind direction - Weather instruments - Clouds - Forest, savannah or Sahel	- Identify orientation instruments - Use orientation instruments to position things and people - Use instruments to measure weather and keep records - Fabricate some weather instruments using local materials - Explain the characteristics of the various clouds - Identify the vegetations in Cameroon - Predict weather conditions and be weather wise	- Invite resource persons - Excursions - Debates - Enquiries and data collection - Drawing - Role-play and simulation - Outdoor lessons	- Maps - Crayons - Charts - Pictures - Statistics - Stencils - Audio-visual materials - Cardboards
<b>Economic Geography</b> - Farming (crops and livestock) - Trading - Fishing	- Describe some economic activities in the locality - Carry out activities for subsistence	- Farming (crops and livestock) - Trading - Fishing	- Evaluate the contribution of some economic activities to the development of the locality - Carry out activities for subsistence	- Excursion - Invite resource persons - Excursion to some places in the locality - Debates - Enquiries and data collection - Drawing - Role-play and simulation	- Crayons - Relevant charts/pictures - Records/statistics - Newspapers/magazines - Models - Audio-visual materials

CLASS 3		CLASS 4		Suggested Methodology and Didactic Materials	
Unit/Contents	Expected Learning Outcomes	Unit / Contents	Expected Learning Outcomes	Teaching/Learning Strategies	Didactic Materials
<b>Human Geography</b> -Ethnic groups (Bamilekes, Tikars, Ngembas, Betis, Bassas, Fulbes) - Human activities in the various seasons	- Identify the various ethnic groups in the locality carry out seasonal activities effectively - Respect the origin of each and everyone	<b>Human Geography</b> - Ethnic groups (Bantus, semi-Bantus, Sudanese)	- Identify the various groups of people in Cameroon - Respect the origin of each and everyone	- Excursion - Class debates - Role-play and simulation - Interview and research - Testimonies	- Maps, crayons - Relevant charts/pictures - Records - Statistics - Stencils - Audio-visual materials
<b>Citizenship</b>					
<b>Civics</b>					
<b>National Emblems</b> - Flag - National anthem - Seal - Motto - Home, school, community - The state	- Explain the importance of emblems - Sing the National Anthem - Practise love for the nation - Follow rules and regulations at home and in school - Follow rules and regulations at all times	<b>National Emblems</b> - Flag - National anthem - Seal - Motto - Rules and Regulation - Home, school, community, - State - Obey rules and regulations at all times	- Sing the National Anthem - Explain the importance of national emblems - Respect National emblems - Practise love for the nation - Follow rules and regulations - Respect hierarchy at all times	- Reading/singing - Invite resource persons - Excursion - Debates - Enquiries - Role-play and simulation	- Cameroon map/flag - Picture of a lion - Money - Image with the cord of arms of Cameroon - A copy of the constitution - School rules and regulations



CLASS 3		CLASS 4		Suggested Methodology and Didactic Materials	
Unit / Contents	Expected Outcomes	Unit / Contents	Expected Learning Outcomes	Teaching / Learning Strategies	Didactic Materials
<b>State Institutions and Personalities</b> <ul style="list-style-type: none"> <li>- Administrative</li> <li>- Traditional</li> <li>- Religious</li> </ul>	<ul style="list-style-type: none"> <li>- Identify state and local authorities</li> <li>- Explain the administrative structure of a region</li> <li>- Respect state, traditional and religious authorities</li> </ul>	<b>State Institutions and Personalities</b> <ul style="list-style-type: none"> <li>- Administrative</li> <li>- Traditional</li> <li>- Religious</li> </ul>	<ul style="list-style-type: none"> <li>- Identify state and local authorities</li> <li>- Explain the administrative structure of a region.</li> <li>- Explain the functions of the different authorities</li> <li>- Respect state, traditional and religious authorities</li> </ul>	<ul style="list-style-type: none"> <li>- Invite resource persons</li> <li>- Excursion to some places in the locality</li> <li>- Debates</li> <li>- Enquiries</li> <li>- Role-play and simulation</li> </ul>	<ul style="list-style-type: none"> <li>- Illustrative charts</li> <li>- Relevant pictures</li> <li>- Records</li> <li>- Paintings</li> <li>- Newspapers</li> <li>- Magazines</li> <li>- Audio-visual materials</li> </ul>
<b>Elections</b> <ul style="list-style-type: none"> <li>- Municipal</li> <li>- Presidential</li> <li>- Legislative</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the different types of elections</li> <li>- Explain Electoral processes</li> <li>- Cherish fair decisions</li> </ul>	<b>Elections</b> <ul style="list-style-type: none"> <li>- Municipal</li> <li>- Presidential</li> <li>- Legislative</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the different types of elections</li> <li>- Explain electoral processes</li> <li>- Discuss the functions of the electoral bodies</li> <li>- Cherish fair decisions</li> </ul>	<ul style="list-style-type: none"> <li>- Invite resource persons</li> <li>- Debates</li> <li>- Role-play and simulation</li> <li>- Practice sessions, i.e election sessions</li> <li>- Counting (votes)</li> </ul>	<ul style="list-style-type: none"> <li>- Charts/Pictures</li> <li>- Records</li> <li>- Statistics</li> <li>- Ballot boxes/buckets</li> <li>- Pieces of paper and envelopes</li> <li>- Board</li> </ul>
<b>National / international institutions</b> <ul style="list-style-type: none"> <li>- UNICEF</li> <li>- UNESCO</li> <li>- WFP</li> <li>- WHO</li> <li>- Plan</li> <li>- Local NGOs</li> </ul>	<ul style="list-style-type: none"> <li>- Recognize national and international institutions that assist schools</li> <li>- Assist others</li> </ul>	<b>National /international institutions</b> <ul style="list-style-type: none"> <li>- UNICEF</li> <li>- UNESCO</li> <li>- WFP</li> <li>- WHO</li> <li>- Plan</li> <li>- Local NGOs</li> </ul>	<ul style="list-style-type: none"> <li>- Recognize national and international institutions that assist schools</li> <li>- Identify the different kinds of aid their school can ask for, from partners</li> <li>- Assist others</li> </ul>	<ul style="list-style-type: none"> <li>- Use of resource persons</li> <li>- Debates</li> <li>- Enquiries and data collection</li> <li>- Role-play and simulation</li> </ul>	<ul style="list-style-type: none"> <li>- Relevant charts/pictures</li> <li>- Records</li> <li>- Statistics</li> <li>- Audio-visual materials</li> </ul>

Social Studies contents, expected learning outcomes, suggested methodology and didactic materials

**Moral Education**

<b>CLASS 3</b>		<b>CLASS 4</b>		<b>Suggested Methodology And Didactic Materials</b>	
<b>Unit / Contents</b>	<b>Expected Outcomes</b>	<b>Unit / Contents</b>	<b>Expected Outcomes</b>	<b>Teaching / Learning Strategies</b>	<b>Didactic Materials</b>
<b>Universal Values</b> - Greetings - Apologies - Love/Care - Obedience - Honesty - Appreciation - Respect	- Practise simple etiquettes - Promote responsible citizenship	<b>Universal Values</b> - Greetings - Apologies - Love - Care - Obedience, - Honesty, - Appreciation - Respect	- Practise simple etiquettes - Explain ethical values - Promote ethical values - Promote responsible citizenship	- Debates - Enquiries and data collection - Role-play and simulation - Cooperative learning	- Relevant charts/pictures - Audio-visual materials
<b>The common good</b> - Public property - Volunteerism	- Identify public property - Use family and community properties appropriately - Volunteer to work for the interest of the family and the community	<b>The common good</b> - Public property - Volunteerism	- Identify public property - Use family and community properties appropriately - Volunteer to work for the interest of the family and the community	- Debates - Excursions to resource places - Role-play and simulation - Cooperative learning - School work - Cleanup campaigns	- Brooms - Rags - Hoes/cutlass - Dusters - Buckets - Water - Gloves and mouth shields

<b>Human Rights</b>			
<b>CLASS 3</b>		<b>CLASS 4</b>	
<b>Suggested Methodology And Didactic Materials</b>		<b>Materials</b>	
<b>Unit / Contents</b>	<b>Expected Learning Outcomes</b>	<b>Unit / Contents</b>	<b>Expected Learning Outcomes</b>
<b>Responsibility</b> - Children's rights - Children's duties	- Explain the rights of a child - Explain the duties of a child - Denounce any act of abuse	<b>Responsibility</b> - Children's rights and duties - Notions of human Rights - Human rights abuse	- Identify the rights of the woman - Explain the rights of a child - Explain the duties of a child - Denounce any act of abuse
<b>Peace and Security</b>			
- Notions of peace and security - Conflicts - National organizations that promote peace and security - Safety/security measures - Peaceful living together	- Identify people and institutions that promote peace and security - Assist in the promotion of peace in the school and in the family	- Notions of peace and security - Act of reporting - Peace negotiations - Safety/security measures - National organizations that promote peace and security	- Report all suspected acts, people and objects - Resolve conflicts - Practice safety and security measures - Propose solutions to problems - Cherish right decisions - Assist in the promotion of peace in the school and in the family
<b>Suggested Methodology And Didactic Materials</b>		<b>Materials</b>	
- Use of resource persons - Excursions - Debates - Enquiries - Role-play and simulation		- Illustrative charts - Relevant pictures - Audio-visual materials	

## Contents of Vocational Studies

**Table 25: Vocational Studies contents, expected learning outcomes, suggested methodology and didactic materials**

Home Economics			
CLASS 3		CLASS 4	
Unit /Contents	Expected Learning Outcomes	Unit/Contents	Expected Learning Outcomes
		Teaching /Learning Strategies	Didactic Materials
<b>Needle Work and Openings</b> - Materials - Stitches - Seams - Continuous strip opening - Face slit opening - Flit continuous opening - Bound opening - Box pleat opening	- Identify needle work equipment - Practise needle work - Manage the different equipment and store them safely - Sew different openings on pieces of clothes	<b>Needle Work and Openings</b> - Needle work equipment/materials - Stitches (running stitch, chain stitch) - Seams (plain, run and fell, overlapped) - Types of openings	- Needle work equipment - Samples of styles - Magazines - Catalogues - Textiles
<b>Fastenings</b> - Button and hole, hook and eye, zip Needle work articles	- Fasten buttons on different types of clothes - Show interest in needlework and sewing	<b>Fastenings</b> - Buttons and button hole, hook and eye, zip	- Practical work - Group and individual projects - Assignments - Demonstration
<b>Foods/Fruits</b> - Types and classes - Food conservation (dry, fry, smoke) - Fruit juice - Laying the table - Meals (Types and planning)	- Conserve food and fruits - Identify items used in laying the table - Lay the table - Differentiate meals for different people and occasions	<b>Foods/Fruits</b> - Types and classes - Food conservation (dry, fry, smoke salt) - Fruit juice and cocktails - Laying the table - Types of meals	- Real objects like table mats, cloth, disposable or real cutlery, paper napkins, water, cups, bowl, plates, fruits, cutting board, grater, blender, mortar and pestle

CLASS 3		CLASS 4		Suggested Methodology and Didactic Materials	
Unit /Contents	Expected Learning Outcomes	Unit/Contents	Expected Learning Outcomes	Teaching /Learning Strategies	Didactic Materials
<b>Laundry</b> - Laundry materials and equipment	- Identify laundry materials and equipment - Manage laundry equipment	<b>Laundry</b> - Laundry materials	- Manage laundry equipment	- Demonstration - Practice sessions	- Laundry materials and equipment - Illustrative charts
<b>Housecraft Equipment</b> - Furniture - Kitchen utensils	- Identify household equipment and materials - Manage household equipment and materials - Keep belongings and environments clean at all times	<b>Housecraft Equipment</b> - Furniture - Kitchen utensils	- Manage household equipment and materials - Manage their belongings and keep their environments clean at all times	- Demonstration - Projects - Simulations - Practice sessions	- House equipment and materials - Relevant charts - Detergents
<b>Sections of the house</b> - Sitting room (Parlour) - Kitchen - Bedroom - Veranda - Toilets	- Identify different sections of the house - Care for their bedrooms and veranda - Respect the uses of the various sections of the house	<b>Sections of the house</b> - Sitting room (Parlour) - Kitchen - Bedroom - Veranda - Toilets	- Identify different sections of the house - Care for their bedrooms and veranda - Respect the uses of the various sections of the house	- Demonstration - Projects - Role-play and simulations	- Real objects like beddings, bathings, kitchen utensils - Magazines - Detergents

**Arts and crafts**

CLASS 3		CLASS 4		Suggested Methodology and Didactic Materials	
Unit /Contents	Expected Learning Outcomes	Unit/Contents	Expected Learning Outcomes	Teaching /Learning Strategies	Didactic Materials
<b>Toolbox</b> - Moulder - Carpenter - Weaver - Sculptor - Painter	- Constitute a tool box - Use tools for minor maintenance - Produce different objects - Clean tools - Practise different crafts	<b>Toolbox</b> - Moulder - Carpenter - Weaver - Sculptor - Painter	- Constitute a tool box - Use tools for minor maintenance - Produce different objects - Clean tools - Show interest in craftsmanship	- Demonstration - Role-play and simulations - Classification	- Stones - Mould - Weaving loom - Painting brush - Utility knife - Hammer, nails - Rounded head scissors
<b>Crafts</b> - Moulding - Carpentry - Weaving - Decoration - Sculpting - Painting	- Identify materials for various crafts - Produce different artistic objects - Practise craftsmanship - Decorate the classroom	<b>Crafts</b> - Moulding, - Carpentry - Weaving, - Decoration - Sculpting - Painting	- Gather materials - Treat materials - Use materials to produce objects - Practise craftsmanship - Decorate the classroom	- Demonstration - Projects - Role-play and simulations - Practice sessions - Cooperative learning	- Stones, sticks, leaves - Paper, pith, grass, feather - Shells, scales, grains - Beads, strings, thread - Cloth, clay/ soil, dough - Rounded needles, corks - Rounded head scissors
<b>Folding</b>	- Fold papers, leaves to produce variety of objects following given dimensions	<b>Fabricating objects</b> - Ropes, balls, broom, blinds	- Fold papers, leaves to produce variety of objects following given dimensions	- Practical work - Projects - Assignments - Demonstration	- Leaves, paper, strings - Cloth, newspapers - Used clothes - Scraps from tailor's shop
<b>Cutting objects</b>	- Cut different materials to produce shapes, figures, objects - Use materials from the environment to produce different objects	<b>Cutting objects</b>	- Cut different materials to produce shapes, figures and objects - Produce different objects	- Practical work - Projects - Assignments - Demonstration	- Paper, pith, grass, newspapers, rounded needles - Scissors, cloth, rubber, ropes, balls, broom, blinds - Used clothes



CLASS 3		CLASS 4		Suggested Methodology and Didactic Materials	
Unit /Contents	Expected Learning Outcomes	Unit/Contents	Expected Learning Outcomes	Teaching /Learning Strategies	Didactic Materials
<b>Moulding</b>	<ul style="list-style-type: none"> <li>- Prepare moulding paste using right quantities</li> <li>- Mould objects, shapes and figures</li> </ul>	<b>Moulding</b>	<ul style="list-style-type: none"> <li>- Prepare moulding paste using right quantities</li> <li>- Mould objects, shapes and figures</li> </ul>	<ul style="list-style-type: none"> <li>- Practical work</li> <li>- Projects</li> <li>- Assignments</li> <li>- Demonstration</li> <li>- Presentation</li> <li>- Explanation</li> <li>- Experiments</li> </ul>	<ul style="list-style-type: none"> <li>- Pith, frames</li> <li>- Clay, dough</li> <li>- Paper mache</li> <li>- Paper, newspapers</li> </ul>
<b>Agro-Pastoral Farming</b>					
<b>Tools</b>	<ul style="list-style-type: none"> <li>- Agricultural tools</li> </ul>	<ul style="list-style-type: none"> <li>- Agricultural tools</li> </ul>	<ul style="list-style-type: none"> <li>- Use agricultural tools</li> <li>- Maintain agricultural tools</li> <li>- Clean agricultural tools</li> <li>- Practise agriculture</li> </ul>	<ul style="list-style-type: none"> <li>- Practical work</li> <li>- Demonstration</li> <li>- Collaborative learning</li> </ul>	<ul style="list-style-type: none"> <li>- Cutlass</li> <li>- Hoe</li> <li>- Digger</li> <li>- Rake</li> <li>- Digger</li> </ul>
<b>Farming and Gardening</b>	<ul style="list-style-type: none"> <li>- Plant trees and flowers</li> <li>- Care for plants and flowers</li> </ul>	<b>Farming and Gardening</b>	<ul style="list-style-type: none"> <li>- Plant trees and flowers</li> <li>- Plant crops</li> <li>- Care for plants and crops</li> </ul>	<ul style="list-style-type: none"> <li>- Practical work</li> <li>- Demonstration</li> <li>- Collaborative learning</li> </ul>	<ul style="list-style-type: none"> <li>- Agricultural tools</li> <li>- Flowers, crops, trees</li> <li>- Seeds, seedlings</li> <li>- Gloves</li> <li>- Watering can</li> </ul>
<b>Soil enrichment</b>	<ul style="list-style-type: none"> <li>- Prepare the soil for planting using compost</li> </ul>	<ul style="list-style-type: none"> <li>- Soil enrichment</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare the soil for planting using compost</li> <li>- Use enriched soil to boost plant growth</li> </ul>	<ul style="list-style-type: none"> <li>- Practical work</li> <li>- Demonstration</li> <li>- Collaborative learning</li> </ul>	<ul style="list-style-type: none"> <li>- Gloves</li> <li>- Dung, droplings</li> <li>- Compost</li> </ul>
<b>Seed germination</b>	<ul style="list-style-type: none"> <li>- Conditions necessary for seed germination</li> </ul>	<b>Seed germination</b>	<ul style="list-style-type: none"> <li>- Plant seeds in containers</li> </ul>	<ul style="list-style-type: none"> <li>- Practical work</li> <li>- Demonstration</li> <li>- Collaborative learning</li> </ul>	<ul style="list-style-type: none"> <li>- Seeds</li> <li>- Used buckets and tyres</li> </ul>
<b>Livestock farming</b>	<ul style="list-style-type: none"> <li>- Pig farming, poultry farming</li> <li>- Cattle rearing</li> <li>- Snail farming</li> <li>- Rabbit rearing</li> </ul>	<b>Livestock farming</b>	<ul style="list-style-type: none"> <li>- Feed animals</li> <li>- Care for animals</li> <li>- Clean animals' cage</li> </ul>	<ul style="list-style-type: none"> <li>- Practical work</li> <li>- Demonstration</li> <li>- Collaborative learning</li> <li>- Projects</li> </ul>	<ul style="list-style-type: none"> <li>- Food leftovers, fish, soya beans</li> <li>- Snails, chicks</li> </ul>

## Contents of Arts

**Table 26:** Arts contents, expected learning outcomes, suggested methodology and didactic materials

Visual arts			
CLASS 3		CLASS 4	
Unit /Contents	Expected Learning Outcomes	Unit/ Contents	Expected Learning Outcomes
		Suggested Methodology and Didactic Materials	
Unit /Contents	Expected Learning Outcomes	Unit/ Contents	Expected Learning Outcomes
<b>Painting</b> - Materials - Paints	- Identify painting materials - Paint objects using appropriate colour combinations - Appreciate beauty in painting	<b>Painting</b> - Materials - Paints	- Identify painting materials - Paint artworks using appropriate colour combinations - Appreciate beauty in painting
<b>Photography</b> - Materials - Snapping/photos	- Identify various devices used in photography - Record events through photography - Practise photography	<b>Photography</b> - Materials - Take photographs	- Describe the importance of photography - Snap pictures using appropriate focus - Identify various devices used in photography - Record events through photography - Practise photography
<b>Architecture</b> - Materials - House plans	- Identify the job of an architect - Identify materials used by an architect - Draw miniature house plans	<b>Architecture</b> - Materials - House plans	- Describe the importance of an architect - Identify materials used by an architect - Draw miniature house plans and houses
		<b>Teaching /Learning Strategies</b>	<b>Didactic Materials</b>
		- Individual and collaborative work - Practice sessions - Demonstration - Cooperative learning - Posing	- Charts/pictures - Painting brush, paints, masks - Gloves, buckets, water - Audio-visual aids - Pictures, cameras - Smart phones, battery - Waters, gloves, masks - Paper, envelopes, films
		- Individual and collaborative work - Guided tours to building sites - Demonstration - Cooperative learning	- Charts/pictures, stencils - Rulers, cardboard, pencils/pens - Felt pens

<b>Performing Arts</b>			
<b>CLASS 3</b>		<b>CLASS 4</b>	
<b>Units / Contents</b>	<b>Expected Learning Outcomes</b>	<b>Units / Contents</b>	<b>Expected Learning Outcomes</b>
<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- Dance steps</li> <li>- Rhythm</li> <li>- Traditional and modern dance steps</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Musical instruments</li> <li>- Rhythms, melodies and parts</li> <li>- Sol-fa notations</li> </ul>	<ul style="list-style-type: none"> <li>- Identify various dance steps</li> <li>- Dance following the customs and traditions of the people</li> <li>- Display self-esteem</li> <li>- Play musical instruments of their choice</li> <li>- Sing respecting pitch and intonation</li> <li>- Produce music and entertain</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- Dance steps</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Musical instruments</li> <li>- Rhythms, melodies and parts</li> <li>- Sol-fa notations</li> </ul>	<ul style="list-style-type: none"> <li>- Reproduce dance steps from various parts of the country</li> <li>- Execute at least one foreign dance step</li> <li>- Display self-esteem</li> <li>- Distinguish traditional musical instruments from modern ones</li> <li>- Play musical instruments of their choice</li> <li>- Sing following parts</li> <li>- Produce music and entertain</li> </ul>
<b>Suggested Methodology and Didactic Materials</b>			
	<b>Teaching/Learning Strategies</b>	<b>Didactic Materials</b>	
	<ul style="list-style-type: none"> <li>- Singing and dancing</li> <li>- Demonstrations from skilled persons</li> <li>- Cooperative learning</li> <li>- Miming and mimicking</li> </ul>	<ul style="list-style-type: none"> <li>- Songs, tapes, drums</li> <li>- Xylophones, guitar</li> <li>- Whistles, gongs</li> <li>- Flutes, rattles, bands</li> <li>- Costumes</li> </ul>	
	<ul style="list-style-type: none"> <li>- Singing</li> <li>- Conducting</li> <li>- Cooperative learning</li> <li>- Humming</li> <li>- Chanting</li> </ul>	<ul style="list-style-type: none"> <li>- Songs, tapes, resource persons, drums</li> <li>- Xylophones, guitar</li> <li>- Whistles, gongs</li> <li>- Flutes, bands</li> <li>- Costumes, mouth organ, piano</li> <li>- Trumpets, rattles</li> <li>- Violins, cymbals</li> </ul>	
	<ul style="list-style-type: none"> <li>- Write short sketches</li> <li>- Perform on stage following different prompts</li> <li>- Show interest in taking up roles for entertainment</li> </ul>	<ul style="list-style-type: none"> <li>- Role-play</li> <li>- Dramatization</li> <li>- Cooperative learning</li> <li>- Imitation/mimicking</li> <li>- Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>- Costumes, sketches</li> <li>- Musical instruments</li> <li>- Audio-visual aids</li> </ul>

## Contents of Physical Education and Sports

**Table 27: Physical Education and Sports contents, expected learning outcomes, suggested methodology and didactic materials**

CLASS 3		CLASS 4		Suggested Methodology and Didactic Materials	
Unit and Contents	Expected Learning Outcomes	Unit and Contents	Expected Learning Outcomes	Teaching/Learning Strategies	Didactic Materials
<b>Movement/Rhythmic Activities</b> <ul style="list-style-type: none"> <li>- Balancing</li> <li>- Matching, galloping</li> <li>- Hopscotch</li> <li>- Folk dance</li> <li>- Ballet</li> <li>- Pacing calisthenics</li> </ul>	<ul style="list-style-type: none"> <li>- Develop muscles through different activities that relate to their environment</li> <li>- Develop equilibrium</li> <li>- Coordinate muscles and the brain</li> </ul>	<b>Movement/Rhythmic Activities</b> <ul style="list-style-type: none"> <li>- Balancing, matching</li> <li>- Galloping</li> <li>- Hopscotch</li> <li>- Folk dance</li> <li>- Ballet</li> <li>- Pacing calisthenics</li> </ul>	<ul style="list-style-type: none"> <li>- Develop muscles through different activities that relate to their environment</li> <li>- Develop equilibrium</li> <li>- Coordinate muscles and the brain</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstration</li> <li>- Illustrations</li> <li>- Explanation</li> <li>- Listening observation and imitation</li> </ul>	<ul style="list-style-type: none"> <li>- Whistles, ropes, chalk, clay soil, wood ash, balls, sportswear, clappers, towel, bucket, water</li> <li>- Ballet costumes</li> </ul>
<b>Relays</b> <ul style="list-style-type: none"> <li>- Touch and run</li> <li>- Line picking</li> <li>- Tunnel</li> <li>- Zigzag</li> <li>- Shuttle</li> </ul>	<ul style="list-style-type: none"> <li>- Develop a healthy, graceful and balanced body</li> </ul>	<ul style="list-style-type: none"> <li>- 4 by 100 metres</li> </ul>	<ul style="list-style-type: none"> <li>- Develop a healthy, graceful and balanced body</li> <li>- Cherish healthy competition</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrations</li> <li>- Illustrations.</li> <li>- Explanation</li> <li>- Listening, observation and imitation</li> </ul>	<ul style="list-style-type: none"> <li>- Balls, cylinders, sticks, ropes</li> <li>- Wood ash</li> <li>- Sportswear</li> </ul>
<b>Sprints</b> <ul style="list-style-type: none"> <li>- 20 - 40 metres</li> </ul>	<ul style="list-style-type: none"> <li>- Run faster over a given distance</li> <li>- Maintain speed to go through a required distance</li> </ul>	<b>Sprints</b> <ul style="list-style-type: none"> <li>- 40 - 60 metres</li> </ul>	<ul style="list-style-type: none"> <li>- Run faster over a given distance</li> <li>- Maintain speed to go through a required distance</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrations</li> <li>- Illustrations</li> <li>- Explanation</li> <li>- Listening observation and imitation</li> </ul>	<ul style="list-style-type: none"> <li>- Clappers, whistles, wood ash, water, towel, bucket</li> </ul>
<b>Jumps</b> <ul style="list-style-type: none"> <li>- Rope jump</li> <li>- High jump</li> <li>- Long Jump</li> </ul>	<ul style="list-style-type: none"> <li>- Run to cross over an obstacle</li> <li>- Raise off the legs with hands up and jump over an obstacle</li> </ul>	<b>Jumps</b> <ul style="list-style-type: none"> <li>- Rope jump</li> <li>- High jump</li> <li>- Long Jump</li> </ul>	<ul style="list-style-type: none"> <li>- Run to cross over an obstacle</li> <li>- Raise off the legs with hands up and jump over an obstacle</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrations</li> <li>- Illustration</li> <li>- Explanation</li> <li>- Listening, observation and imitation</li> </ul>	<ul style="list-style-type: none"> <li>- Ropes, sticks, whistles, bucket, water, towel</li> <li>- Sawdust</li> <li>- Sportswear</li> </ul>

CLASS 3		CLASS 4		Suggested Methodology and Didactic Materials	
Unit and Contents	Expected Learning Outcomes	Unit and Contents	Expected Learning Outcomes	Teaching/Learning Strategies	Didactic Materials
<b>Throws</b> - Shot put - Javelin - Discus	-Combine actions to manipulate and project objects -Handle familiar objects of different weights -Identify a good position to do throws	<b>Throws</b> - Shot put - Javelin - Discus	-Combine actions to manipulate and project objects -Handle familiar objects of different weights -Identify a good position to do throws	- Demonstrations - Illustrations. - Explanation - Listening, observation and imitation	- Spear - Discus - Towel - Water - Bucket - Short put balls
<b>Team Sports</b> - Football - Handball - Volleyball - Basketball - Table tennis - Lawn tennis	- Handle a ball in various team sports - Follow the basic rules of a game - Identify the roles of each player on a field - Play with mates	<b>Team Sports</b> - Football - Handball - Volleyball - Basketball - Table tennis - Lawn tennis - Cricket	- Handle a ball in various team sports - Follow the basic rules of a game - Identify the roles of each player on a field - Play with mates	- Demonstrations - Illustrations - Explanation - Listening - observation and imitation	- Balls, whistles - Basket, nets, bats - Tables, cuts, taps - Pecks, paint, water - Buckets, towel.
<b>Gymnastics</b> - Cart wheel - Forward roll - Backward roll - Head balance - Hand balance	- Use different postures to keep stability - Move in different ways using hands heads and feet	- Cart wheel - Forward roll - Backward roll - Head balance	- Use different postures to keep stability - Move in different ways using hands and feet	- Demonstrations - Illustrations. - Explanation - Listening, observation and imitation	- Whistles - Buckets - Towel - Water

## Contents of National Languages and Cultures

**Table 28:** National Languages and Cultures contents, expected learning outcomes, suggested methodology and didactic materials

Listening and Speaking			
CLASS 3		CLASS 4	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes
<b>Generalities on NLC</b> - My language - Other languages in my community or subdivision	- Name their languages - Identify other languages in the community	<b>Generalities on NLC</b> - My language - Other languages in my community or division	- Name their languages - Identify other languages in the community and Division
<b>Elements of culture</b> -The palace/Lamidat -The Traditional ruler - Dressing - Marriage	- Identify elements of culture related to marriage and dressing - Dramatize a traditional marriage ceremony	<b>Elements of culture</b> -The palace/Lamidat -The Traditional ruler - Dressing - Marriage	- Identify elements of culture related to marriage and dressing - Dramatize a traditional marriage ceremony
<b>The family</b> -Members of a nuclear family -Letters of the General Alphabets for Cameroonian Languages	- Identify letters and sounds of the GACL in words related to members of a nuclear family - Replace syllables in given words - Complete missing syllables in words	<b>The family</b> - Letters of the GACL - Members of an extended family	-Use the letters and sounds of the GACL to produce syllables and words related to family members -Use short sentences to tell where members of extended family live
Suggested Methodology and Didactic Materials		Suggested Methodology and Didactic Materials	
		<b>Teaching/Learning Strategies</b> - Discussion - Demonstration - Conservation and dialogue - Research and assignments	<b>Didactic Materials</b> - Charts/pictures - Print documents - Video and audio clips
		- Discussion - Demonstration - Illustration - Conservation - Role-play and dramatization - Excursion	- Traditional objects used during a traditional marriage ceremony - Traditional attires - Charts/pictures - Video and audio clips
		- Discussion - Demonstration - Illustration - Conservation and dialogue	- Real objects - Video and audio clips - GACL flip chart - Letter and word cards - Puzzles



CLASS 3		CLASS 4		Suggested Methodology And Didactic Materials	
Units / Contents	Expected Learning Outcomes	Units / Contents	Expected Learning Outcomes	Teaching/Learning Strategies	Didactic Materials
<b>Polite forms</b> - Responses - Requests	- Use appropriate polite responses and requests - Address people appropriately - Listen attentively - Speak in turns using the right intonation	<b>Polite forms</b> - Requests - Responses	- Use appropriate polite responses and requests - Address people appropriately - Listen attentively - Speak in turns using the right intonation	- Cooperative learning - Flipped classroom - Demonstrations - Illustrations - Simulation/role-play	- Real objects - Charts/pictures - Video and audio clips
<b>Descriptions of significant life events</b> - Birth - Marriage - Enthronement	- Use appropriate words to describe significant events like birth, marriage and enthronements - Draw lessons from life events - Show love for culture	<b>Descriptions</b> - Significant life events - Birth - Marriage - Enthronement	- Use appropriate words to describe significant events like birth, marriage and enthronements - Draw lessons from life events - Show love for culture	- Cooperative learning - Flipped classroom - Discussions - Demonstrations - Illustrations - Simulation/role-play	- Real objects - Charts/pictures - Video and audio clips
<b>Sketches</b> - Based on contexts of the various ILTs	- Act roles - Act sketches on various themes - Show love for acting	<b>Sketches</b> - Based on contexts of the various ILTs	- Act roles - Act sketches on various themes - Show love for acting	- Flipped classroom - Discussions - Demonstrations - Simulation/role-play	- Traditional costumes - Short sketches - Charts/pictures - Video and audio clips
<b>Oral traditions</b> - Stories - Folktales - Songs	- Recount short stories - Sing songs - Narrate tales - Develop the art of eloquence	<b>Oral traditions</b> - Stories - Folktales - Songs - Sketches	- Recount short stories - Sing songs - Narrate tales - Entertain people using oral traditions - Develop the art of eloquence	- Cooperative learning - Flipped classroom - Discussions - Demonstrations - Recitations/ singing - Dialogue - Simulation/role-play	- Real objects - Charts/pictures - Video and audio clips - Folk tales and songs - Storybooks

<b>Reading</b>					
<b>CLASS 3</b>		<b>CLASS 4</b>			
<b>CLASS 3</b>		<b>Suggested Methodology and Didactic Materials</b>			
<b>Units /Contents</b>	<b>Expected Learning Outcomes</b>	<b>Units/Contents</b>	<b>Expected Learning Outcomes</b>	<b>Teaching/Learning Strategies</b>	<b>Didactic Materials</b>
- Simple words with two or more syllables	- Read two or more-syllable words correctly	- Simple words with two or more syllables	- Read two or more syllable words correctly	- Cooperative learning - Demonstrations - Illustration - Simulation/role-play - Reading aloud	- Real objects - Charts/pictures - Print documents - GACL flip chart - Letter and word cards
<b>Reading aloud</b> - Short messages of two or more sentences	- Read Short messages of two or more sentences - Use appropriate words to describe pictures	<b>Reading aloud</b> - Short messages of two or more sentences	- Read Short messages of two or more sentences - Use appropriate words to describe pictures	- Cooperative learning - Discussions - Pair work	- Real objects - Charts/pictures - Print documents - Letter and word cards - Puzzles
Numbers 1 - 30	Read numbers from 1 to 30	Numbers 1-50	Read numbers from 1 to 50	- Cooperative learning - Flipped classroom - Illustration - Counting	- Real objects - Charts/pictures - Number cards - Puzzles
<b>Writing</b>					
Short messages of two or more sentences	- Write short messages of two or more sentences - Express the desire of writing words in national languages correctly	- Short messages of two or more sentences - Picture reading	- Write short messages of two or more sentences - Express the desire of writing words in national languages correctly	- Cooperative learning - Flipped classroom - Discussions - Demonstrations - Illustration	- Real objects - Charts/pictures - Video and audio clips - Short texts
Simple words with two or more syllables	Write two or more syllable words correctly	Simple words with two or more syllables	Write simple, two or more syllables words correctly	- Cooperative learning - Flipped classroom - Demonstrations - Illustration	- Real objects - Charts/pictures - Print documents - word cards
Numbers 1 - 30	Write numbers from 1 to 30	Numbers 1-50	Write numbers from 1 to 50	- Cooperative learning - Demonstrations - Illustration - Writing	- Writing material - Charts - Number cards - Puzzles

**Grammar**

CLASS 3		CLASS 4		Suggested Methodology and Didactic Materials	
Units /Contents	Expected Learning Outcomes	Units/Contents	Expected Learning Outcomes	Teaching/Learning Strategies	Didactic Materials
<b>Parts of speech (nouns, verbs, adjective)</b> -Short messages of two or more sentences	- Use various parts of speech in sentences correctly -Short messages of two or more sentences	<b>Parts of speech (nouns, verbs, adjectives, adverb)</b> -Short messages of two or more sentences	- Use various parts of speech in sentences correctly	- Cooperative learning - Flipped classroom - Discussions - Demonstrations - Illustration	- Real objects - Charts/pictures - Print documents - GACL flip chart
<b>Dialogue and conversations</b>	- Handle a conversation in a national language	<b>Dialogue and conversation</b>	- Handle a conversation in a national language	- Cooperative learning - Flipped classroom - Discussions - Demonstrations - Illustration	- Real objects - Charts/pictures - Number cards - Puzzles
<b>Sound recognition</b> Simple words	- Read simple words correctly - Show interest in reading	<b>Simple words</b> - th – tm – tb -Symbols of phonemes (GACL)	- Read simple words correctly - Show interest in reading	- Cooperative learning - Reading aloud - Discussions - Demonstrations - Illustration	- Real objects - Charts/pictures - Puzzles - GACL flip chart
<b>Vocabulary</b> Simple words drawn from the various ILT	- Use new words in a conversation - Show love for learning new words and languages	<b>Vocabulary</b> - Months and seasons of the year - Simple words drawn from the various ILT	- Use new words in a conversation - Show love for learning new words and languages	- Cooperative learning - Flipped classroom - Discussions - Demonstrations - Simulation/role-play	- Real objects - Charts/pictures - Letter and word cards - Puzzles

## Contents of Information and Communication Technologies

**Table 29: ICT contents, expected learning outcomes, suggested methodology and didactic materials**

<b>Basic knowledge of a Computer System and ICT Tools</b>			
<b>CLASS 3</b>	<b>CLASS 4</b>		<b>Suggested Methodology and Didactic Materials</b>
<b>Units /Contents</b>	<b>Expected Learning Outcomes</b>	<b>Units/Contents</b>	<b>Teaching/Learning Strategies</b>
<b>The components of a Computer System Unit</b> <ul style="list-style-type: none"> <li>- keyboard</li> <li>- mouse</li> <li>- monitor</li> <li>- printer</li> <li>- scanner</li> <li>- external drives</li> <li>- speakers/microphones</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the role of each component</li> <li>- Explain the importance of each component</li> <li>- Comply with the attitude of collaboration</li> </ul>	<b>Input and output devices</b> <ul style="list-style-type: none"> <li>- Input devices</li> <li>- output</li> </ul> <b>Operating systems</b> <ul style="list-style-type: none"> <li>- Windows</li> <li>- Ubuntu (Linux)</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstration</li> <li>- Discussions</li> <li>- Questions and answers</li> <li>- Field trips</li> <li>- Outdoor lessons</li> </ul>
<b>Computers inbuilt components</b> <ul style="list-style-type: none"> <li>- Tablets</li> <li>- Laptop</li> <li>- Personal digital assistant</li> </ul>	<ul style="list-style-type: none"> <li>- Identify computers within built components</li> <li>- Distinguish between these computers and other types</li> <li>- Advise someone on the type of computer to buy</li> </ul>	<b>Computers inbuilt components</b> <ul style="list-style-type: none"> <li>- Tablets</li> <li>- Laptops</li> <li>- Personal digital assistant</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstration</li> <li>- Discussions</li> <li>- Questions and answer</li> <li>- Field trips</li> <li>- Outdoor lessons</li> </ul>
			<b>Didactic Materials</b> <ul style="list-style-type: none"> <li>- Computer equipment: monitor, keyboard, mouse, central processing unit, printer, external, drives speakers, microphones</li> <li>- Charts containing pictures of the different components</li> <li>- Locally fabricated materials (models)</li> <li>- Related textbooks</li> </ul>
			<ul style="list-style-type: none"> <li>- Tablets</li> <li>- Laptops</li> <li>- Personal digital assistant</li> <li>- Charts containing pictures of the different components listed above</li> <li>- Locally fabricated materials (models)</li> <li>- Related textbooks</li> </ul>

ICT contents, expected learning outcomes, suggested methodology and didactic materials

CLASS 3		CLASS 4		Suggested Methodology and Didactic Materials	
Units /Contents	Expected Learning Outcomes	Units/Contents	Expected Learning Outcomes	Teaching/Learning Strategies	Didactic Materials
<b>ICT devices that require software to function</b> - Computers - Mobile telephones - Tablets	- Identify some ICT devices that require software to function - Explain how these devices function	<b>ICT devices that require software to function</b> - Powering on and off ICT devices - Mobile telephones - Tablet devices and the computer	-Use ICT devices that require software to function -Demonstrate the process of powering on and off the devices	- Demonstration - Discussions - Questions and answers - CL - Practice sessions	-ICT devices -Charts containing pictures related to the contents -Locally fabricated materials (models) -Related textbooks
<b>Importance of a computer in school and beyond</b> - Uses of computers in schools and in the society.	- Explain the importance of a computer in school and beyond - Use computers responsibly	<b>Importance of a computer in school and beyond</b> - Uses of computers in schools and in the society.	- Explain the importance of a computer in school and beyond - Use computers responsibly	- Demonstration - Discussions - Questions and answers - CL	- ICT devices - Charts containing pictures related to the contents - Related textbook
<b>Uses of the keyboard</b> - Typing: reinforcement of space bar and backspace using a Notepad - Lower and upper case characters in typing	- Use the keyboard of a computer to key in letters and figures in the computer - Explain how information is keyed into a computer using a keyboard	<b>Uses of the Keyboard</b> - Typing: using special keys - Combining lower and upper case characters and numbers - Shortcuts	- Use the special keys of a keyboard to key in information in a computer - Explain the importance of shortcuts	- Demonstration - Practice sessions - CL	- Functional computer - Charts containing pictures related to the contents - Related textbooks

ICT contents, expected learning outcomes, suggested methodology and didactic materials

CLASS 3		CLASS 4		Suggested Methodology and Didactic Materials	
Units /Contents	Expected Learning Outcomes	Units/Contents	Expected Learning Outcomes	Teaching/Learning Strategies	Didactic Materials
<b>Functions of the mouse</b> <ul style="list-style-type: none"> <li>- Applications</li> <li>- Start menu</li> <li>- Objects on the desktop of a computer</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the functions of a mouse</li> <li>- Select and drag objects on the desktop</li> <li>- Use newly acquired vocabulary</li> </ul>	<b>Functions of the Mouse</b> <ul style="list-style-type: none"> <li>- Applications</li> <li>- Start menu objects on the desktop of a computer</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the functions of a mouse</li> <li>- Identify the parts of a mouse</li> <li>- Use the mouse to scroll, select, cut and paste objects on the desktop</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstration</li> <li>- Questions and answers</li> <li>- Practice sessions</li> <li>- CL</li> </ul>	<ul style="list-style-type: none"> <li>- Functional computer</li> <li>- Charts and pictures related to the contents</li> <li>- Related textbooks</li> </ul>
<b>ICT Productivity Tools</b>					
<b>Word processor</b> <ul style="list-style-type: none"> <li>- Basic functions of word processor</li> <li>- The tool bar</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the Word icon on a desktop program menu</li> <li>- Load a word processor using the icon desktop or the program menu</li> <li>- Recognise that Word Processor is used to facilitate the treatment of text</li> </ul>	<ul style="list-style-type: none"> <li>- Typing short passages into a word processor</li> <li>- Inserting line spacing, , header, footer and bullets</li> <li>- numbering pages</li> </ul>	<ul style="list-style-type: none"> <li>- Type short passages into a word processor</li> <li>- Format texts</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstration</li> <li>- Questions and answers</li> <li>- Field trips</li> <li>- Outdoor lessons</li> <li>- Simulation</li> </ul>	<ul style="list-style-type: none"> <li>- Functional computer</li> <li>- Charts and pictures related to the contents</li> <li>- Related textbooks</li> </ul>



ICT contents, expected learning outcomes, suggested methodology and didactic materials

<b>Internet and Communication</b>				
<b>CLASS 3</b>		<b>CLASS 4</b>		
<b>Units /Contents</b>	<b>Expected Learning Outcomes</b>	<b>Units/Contents</b>	<b>Expected Learning Outcomes</b>	<b>Teaching/Learning Strategies</b>
<b>Sources of information</b> - Newspapers - Television stations	- Identify sources of information - Explain why credible information can only be obtained from a reliable source - Respect privacy	- Credible information - Ascertain credibility - Citing sources of information	- Select credible sources of information - Search information from reliable sources - Respect privacy	- Discussion - Questions and answers - Field trips - Outdoor lessons - Simulation
<b>Web browsers</b> - Internet Explorer - Mozilla Firefox - Google Chrome - Netscape	- Identify web browsers in the programme menu/desktop of a computer - Explain the importance of web browsers - Recognise that web browsers are used only to search for useful information	<b>Web Browsers</b> - Internet Explorer - Mozilla Firefox - Google Chrome - Netscape	- Open a web browser software - Key in a web address - Navigate from one web page to another using hyperlinks - Use websites to obtain information - Recognise that web browsers are used only to search for useful information	- Demonstration - Questions and answers - Practice sessions - CL - Excursion to a cyber
<b>Social media</b> - Facebook - WhatsApp - Skype - Acceptable conduct	- Identify social media icons on devices - Use social media to communicate - State acceptable conduct for internet and social media users	<b>Social media</b> - Requirements for creating a social media account - Searching contacts in a social media - Adding contacts	- Use social media responsibly - Respect privacy norms on social media - Create a social media account	- Demonstration - Questions and answer - Practice sessions - CL
				<b>Didactic Materials</b> - Charts and pictures related to the contents - Related textbooks - Recorded news - Newspapers - Television
				- Charts and pictures related to the contents - Locally fabricated materials (models) - Related textbooks - ICT devices running related contents
				- Charts and pictures related to the contents - Related textbooks - Android phones

ICT contents, expected learning outcomes, suggested methodology and didactic materials

<b>Health, Safety and Ethics</b>			
<b>CLASS 3</b>		<b>CLASS 4</b>	
<b>Units /Contents</b>	<b>Expected Learning Outcomes</b>	<b>Units/Contents</b>	<b>Expected Learning Outcomes</b>
<b>Health and safety measures</b> <ul style="list-style-type: none"> <li>- Sitting position</li> <li>- Dos and Don'ts around the ICTs</li> <li>- Health problems</li> </ul>	<ul style="list-style-type: none"> <li>- State the dangers of poor sitting position in front of a computer</li> <li>- State the health problems that might affect the eyes while using the computer and the television screen</li> </ul>	<b>Health and safety measures</b> <ul style="list-style-type: none"> <li>- Sitting position</li> <li>- Dos and Don'ts around the ICTs</li> <li>- Health problems</li> </ul>	<ul style="list-style-type: none"> <li>- Sit close to your keyboard</li> <li>- Adjust the keyboard height</li> <li>- Adjust the tilt of your keyboard based on your sitting position</li> <li>- Use wrist rests</li> <li>- Position monitor properly</li> </ul>
Not applicable for this class		<b>Ethical norms</b> <ul style="list-style-type: none"> <li>- Privacy</li> <li>- Communication conduct</li> </ul>	<ul style="list-style-type: none"> <li>- Use ICT tools ethically and correctly</li> <li>- Respect the privacy of individuals</li> </ul>
Not applicable for this class		<b>Hygienic measures</b> <ul style="list-style-type: none"> <li>- Tidying the computer and other ICT devices</li> </ul>	<ul style="list-style-type: none"> <li>- Tidy the computer and other ICT devices while observing safety rules</li> <li>- Explain the importance of maintaining ICT devices</li> <li>- Apply precautions when using ICT devices</li> <li>- Comply with hygiene rules at all times</li> </ul>
		<b>Teaching/Learning Strategies</b>	<b>Didactic Materials</b>
		<ul style="list-style-type: none"> <li>- Demonstration</li> <li>- Discussions</li> <li>- Questions and answers</li> <li>- Practice sessions</li> <li>- CL</li> <li>- Simulations</li> </ul>	<ul style="list-style-type: none"> <li>- Charts and pictures related to the contents</li> <li>- Related textbooks</li> </ul>
		<ul style="list-style-type: none"> <li>- Discussions</li> <li>- Questions and answers</li> <li>- Role-play and simulations</li> <li>- CL</li> </ul>	<ul style="list-style-type: none"> <li>- Charts and pictures related to the contents</li> <li>- Related textbooks</li> </ul>
		<ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- Discussions</li> <li>- Questions and answers</li> <li>- CL</li> <li>- Simulations</li> </ul>	<ul style="list-style-type: none"> <li>- ICT devices</li> <li>- Charts and pictures related to the contents</li> <li>- Locally fabricated materials (models)</li> <li>- Related textbooks</li> </ul>

ICT contents, expected learning outcomes, suggested methodology and didactic materials

<b>Basic Notions of Computational Thinking</b>					
<b>CLASS 3</b>		<b>CLASS 4</b>		<b>Suggested Methodology and Didactic Materials</b>	
<b>Units /Contents</b>	<b>Expected Learning Outcomes</b>	<b>Units/Contents</b>	<b>Expected Learning Outcomes</b>	<b>Teaching/Learning Strategies</b>	<b>Didactic Materials</b>
<b>Programming</b> - Scratch Interface - Notions of sequence (move and turn, point, go and glide)	- Identify the scratch environment - Explore scratch options - Demonstrate the mastery of the interface - Explore sequences - Animate projects	<b>Programming</b> - Changing options	- Change costumes, backdrops and the size of a sprite - Make a sprite say something - Graphic effects - Work with multiple sprites	- Brainstorming - Demonstration - Discussions - Questions and answers - CL - Practice sessions and simulations	- Computer running with scratch software - Charts and pictures related to the contents - Related textbooks

---

## Bibliography

- Amin, M. E. (2005) *Social Science Research : Conception, Methodology and Analysis*. Makerere University: Uganda.
- Amstrong, Th. (1994). *Multiple Intelligences in the Classroom*. Alexandria: Virginia: Association for Supervision and Curriculum Development (ASCD).
- Berk, L. E. (2008) *Infants and Children*. 6<sup>th</sup> Edition. Pearson Education Inc. Boston, USA
- Brierley, J. (1994). *Give me a child until he is seven: Brain studies and early childhood education*. London: The Falmer Press.
- Brown, J., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18(1), 32–42.
- Bruner, J. (1996). *The culture of education*. Cambridge, MA: Harvard University Press.
- Case, R. (1992). *The mind's staircase: Exploring the underpinnings of children's thought and knowledge*. Hillsdale, NJ: Erlbaum.
- Colwill, I. & Gallagher, C. (2007). *Developing a curriculum for the twenty-first century: the experiences of England and Northern Ireland*. In *Prospects 144*, vol. XXXVIII, no. 4 (Open file: Curriculum Developers facing Education Reform Challenges). pp. 411- 426.
- Council of Europe. (2004). *All European Study on Education for Democratic Citizenship Activities E D C Policies*. 2001-1004. Strasbourg.
- Dunn, R., & Dunn, K. (1992). *Teaching elementary students through their individual learning styles: Practical approaches for grades 3–6*. Boston, MA: Allyn & Bacon.
- Dyson, A. H. (1986). *The imaginary worlds of childhood: A multimedia presentation*. *Language Arts*, 63(8), 799–808.
- Eagle, E. (1989). *Socioeconomic status, family structure, and parental involvement: The correlates of achievement* (Paper presented at the annual meeting of the American Educational Research Association). San Francisco, CA.
- EACEA/Eurydice, (2012a). *Entrepreneurship Education at School in Europe: National Strategies, Curricula and Learning Outcomes*. Brussels: Eurydice.
- Flinders, D. J. & Thornton, S. J. (Eds.). (2004). *The Curriculum Studies Reader*. (2nd edition). New York: Routledge.
- Flavell, J., & Wellman, H. (1977). Metamemory. In R. Kail & J. Hagen (Eds.), *Perspectives On the development of memory and cognition*. Hillsdale, NJ: Erlbaum.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York: HarperCollins.
- Guthrie, J. (1997). The director's corner. *NRRC News: A Newsletter of the National Reading Research Center*, 3.
- Lindfors, J.W. (1999). *Children's inquiry: Using language to make sense of the world*. New York: Teachers College Press; Urbana, IL: National Council of Teachers of English.
- McCarthy, B. (1997). A tale of four learners: 4MAT's learning styles. *Educational Leadership*, 54(6), 46–51.
- MacLeod, B. L (Ed) (2004). *Advanced Early Years Care and Education for Levels 4 and 5*. Heinemann Educational Publishers. Oxford.
- Phasha, N, Mahlo D & Deis, J.G. (Eds). (2017) *Inclusive Education in African Contexts. A Critical Reader*. Sense Publishers, Rotterdam, Netherlands.

- 
- Piaget, J. (1983). Piaget's theory. In P. H. Mussen (Ed.), *Handbook of child psychology* (Vol. 1). New York: Wiley.
- Tambo L.I (2012); *Principles and Methods of Teaching*, Second Edition  
Global Tech Limbe; Design House.
- Tambo L.I and Ndongko M.T. (Editors): (2000) *Educational Development in Cameroon 1961-1999; Issues and Perspectives*. Nkernji, USA.
- Vygotsky, L. S. (1976). *Play and its role in the mental development of the child*. In J. Bruner, A. Jolly, & K. Sylva (Eds.), *Play: Its role in development and evolution*. Harmondsworth, England: Penguin.
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wasserman, S. (1990). *Serious players in the primary classroom: Empowering children through active learning experiences*. New York: Teachers College Press.
- National Research Council. (1999). *How people learn: Brain, mind, experience, and school*. Washington, D.C.: National Academy Press.
- The Sustainable Development Goals for Education 2030 (2016)*. Retrieved on 15 September 2016 from <https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals>.
- The Continental Education Strategy for Africa (CESA 16-25) (2016)*. Retrieved on 15 September 2016 from <http://www.adeanet.org/en/knowledge-and-resources/the-african-union-continental-education-strategy-for-africa-cesa-16-25>.
- Sternberg, R. (1996). Myths, counter myths, and truths about intelligence. *Educational Researcher*, 25(2), 11–16.
- Republic of Cameroon: *Law N°98/004 of 14 April 1998; To Lay Down Guidelines for Education in Cameroon*.
- Republic of Cameroon, Decree N° 2012/268 of 11 June 2012 on the Organisation of the Ministry of Basic Education(2012).
- Republic of Cameroon (2013), *Education and Training Sector Strategy Paper (2013-2020)*.
- Republic of Cameroon, Ministry of Economy and Planning (2009). *Growth and Employment Strategy Paper: Reference Framework for Government Action over the Period 2010 – 2020*.
- Republic of Cameroon, Ministry of National Education: *National Syllabuses for English Speaking Primary Schools (2000)*, Cameroon.
- The 1996 Constitution of the Republic of Cameroon.
- Water Supply and Sanitation Collaborative Council, (WSSCC) *Training of Trainers Manual on Menstrual Hygiene Management*, February 2013, Mumbai India.
- National Core Competencies for Cameroon Primary Schools*.
- The Seychelles Early Learning Framework. Being, Belonging, Becoming. (2015) Ministry of Education*.
- The Ontario Curriculum Grades 1-8 on Science and Technology: (2007)*.



---

## Glossary

**Assessment:** It is the process of objectively understanding learners' conditions through observations and measurements in order to provide feedback to parents, learners and to some extent, pedagogic supervisors. The measurement process is meant to improve on learning outcomes. Assessment focuses more on the entire learning process rather than on the final package.

**Broad-based competences:** As the name implies, these are a series of competences that cut across all learning areas.

**Competence:** A competence is the combination of Knowledge, Skills and Attitudes (KSA) that enable learners not only to perform tasks but to behave suitably in society. These include basic KSAs needed by all primary school leavers for personal fulfilment and development, active citizenship for social inclusion and employment.

**Contents:** These are learning materials that make up the unit as expressed in column one of the tables that show the structure of the subjects.

**Core competences to be developed:** These competences are drawn from the seven core competences identified in the *National Core Skills Document* built by ministries in charge of education in Cameroon in 2012 following instructions from the Prime Minister.

**Domain:** The five major teaching-learning areas in the primary school. Subjects have been carved out to constitute domains. The role of the five domains is to help in the development of the seven national core skills and the four broad based competences outlined by the State in the Cameroon National Core Skills Framework.

**Evaluation Criteria.** These are verifiable elements in quantity and quality that make up awaited evidence or behavioural/attitudinal change to show proof of the possession of the competences developed.

**Expected Learning Outcomes:** (ELOs) These are behavioural and attitudinal changes to be manifested by learners in the teaching/learning process. These changes culminate in the development of competences and the learning contents are built on them.

**Integrated Learning Themes:** Integrated Learning Themes refer to familiar themes that guide learning. They are used to make learning real as they connect learning to real world experiences and make pupils to examine issues through different lenses. They are carefully selected from the child's physical, economic and socio cultural milieu These themes bring about logical thinking and collaboration in the teaching-learning process wherein, all the activities are seen as a whole rather than as separate chunks.

**Knowledge, Skills and Attitudes (KSAs):** This is a concept where learning is viewed as the acquisition of knowledge, the application of the acquired knowledge into skills and the integration of knowledge and skills to build attitudes. These three, when built within a particular time frame, develop competences in the learners.

**Knowledge:** Discipline specific contents. This elicits lower level thinking skills like recall and understanding.



---

**Skills:** This entails the application of knowledge. They involve hands-on/practical tasks. When these are done over and over, they create connections in the brain and allow for things to be done automatically. They involve higher level skills like application, analysis and synthesis.

**Attitudes:** Attitudes refer to good behaviour and “common sense” and involve acceptable behaviour in the society. In more concrete terms, attitudes have to do with proper interactions with the outer world. They also bring about personal judgment of what is common good following societal norms. Attitude culminates in character.

**Profile of the learner.** The profile of the learner includes all end- of-course outcomes expressed as a description of the kind of learner envisaged at the end of the primary cycle in terms of their moral, physical, social, cultural and intellectual development. It has been expressed through the seven national core skills and the four broad-based competences.

**Project-based learning (PBL):** This is investigative and research-based learning. Learners gain knowledge, skills and attitudes by working for an extended period of time. It is a hands-on approach to the teaching-learning process where learners are put at the centre of their own learning. They investigate and respond to authentic, engaging and complex questions, problems or challenges around them. PBL promotes critical thinking, problem-solving, communication, collaboration, self-management/self-esteem, curiosity, creativity, accountability and a sense of responsible behaviour.

**Teaching learning strategies:** These include the various forms of content organisation, classroom management, settings and opportunities that will be offered pupils whether as individuals or in groups to enhance learning.

**Terminal learning outcomes:** These are statements that describe significant and essential KSAs that learners will acquire and can be reliably demonstrated at the end of the level.

**Unit:** This is a major content area in a given subject. It is defined either by natural bonding or closeness of related elements. In the case of National Languages and Cultures, the units are defined following the integrated learning themes.

**Weighting:** This is the allocation of teaching-learning time in percentages to the different domains following their vastness and coverage in terms of needed subjects and contents.

---

# LIST OF CONTRIBUTORS

## GENERAL SUPERVISION COMMITTEE

**President:** Mrs Youssouf née Hadidja Alim, Minister of Basic Education

**Vice-President:** Prof Nalova Lyonga, Minister of Secondary Education

**Assisted by:** Mr Ndong Soumhet Benoît, Secretary of State in the Ministry of Basic Education

### Members

Prof Atemajong Justina epse Njika, IGE-MINEDUB

Prof Catherine Awoundja Nsata, IGE-MINESEC

Prof Fouda Ndjodo Marcel, Representative/MINESUP

Mr Oyono Mbarga Hervé

Mrs Tchato épse Loa Hebga Léa, Representative/MINEFOP

Mr Eric Wiydorla Binfon, Representative/MINSEP

Prof Andjiga Nicholas, Representative/ENS-Yaounde

Prof Tita Margaret, Representative/HTTC Bamenda

Mr Ousmanou Oumara, Coordinator PASZEP

## CONSULTANTS

Prof Therese Mungah Shalo Tchombe

Prof Pierre Fonkoua

## SCIENTIFIC COMMITTEE

**President:** Prof Mbala Ze Barnabé

**Vice president:** Dr Martha Zama

**Rapporteurs:** Prof Daniel Nkemleke

Prof Ngbwa Vandelin

### Members

Prof Patrick Kongnyuy

Dr Richard Akoulouze

Dr Egbe Martha

Dr Djeumeni Marcelline

Mr Etoua Azo'o Dieudonné

Mrs Noubila Kaba

Mr. Yakouba Yaya

Mrs Ngon ā Mounang

Mr Tatang Joseph

Mr Ndebi Ntamack Donatien

## TECHNICAL COORDINATION

Mrs Mamat Daiferle (IP/Nursery Education)

Mr Zame Hans (IP/ Primary Education)

Mrs Ndayi Claudette (IP/LNFBEPNL)

Dr Michael Nkwenti (IP/Educational Technologies)

Mr Mih Julius (IP/Bilingualism)

---

## WRITERS

**Supervision:** Prof Atemajong Justina epse Njika

**Coordination:** Dr. Tabe John Tambe

Dr. Michael Nkwenti

Ule Helen Ngoe

Morh Florence Bessem

Mundi Hortensia

Nusi Jean

Abongwo David

Ntwoku Jacqueline

Agbaw-Ebai Roseline

Ewunkem Rita

Mbah nee Mary Atam

Ningo Doris

Nchang Mary

Agien Mercy

Bame Mary

Dzou Vivian

Sallah Thomas

Njuh Godlove

Niba Annunciata

Fru Martin Che

Ngeh Bertha Labu

Ashu Mbi Samuel

Bissohong Merlin

Enow Ebai Andrew

Gwanyama Irene

Kamga Raymond

Kome George

Mbina Njang

Moto Grace

Ndakor Rose

Noubissi Madeleine

Nfi Joachim

Ntabe Irene

Tomoh Joseph

Celine Asonganyi

Daniel Wango

Mumah Francis