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| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
| Ability to utilization basic research skills and research output. | To develop understand of the objectives tools, instruments and importance of research output. | **J**  **ANUAR**  **Y** | 2 | INTRODUCTION TO RESEARCH | Concept to research | 2 | Guide students to define the meaning of research. | Students to use varieties of research tools to define what research is. | Prepare questions and Answers on a paper. | RESEARCH, METHODOLOGY, METHODS and TECHNIQUES  C. R. KOTSHAR | To use question and answers to define and explain the meaning of research. |  |
|  |  |  | 3  4 |  | Stages of Research work |  | Guide students to discuss the stages of research .  -Lead and assist students to conduct a research. | Students in groups to describe and discuss the stages of research.  -Students in groups to prepare research tolls such as questionnaire, interview, formulate hypothesis. | Research tools | -Previous research works.  -Project. | -Use questions and Answers. |  |
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| The knowledge on major climatic types and ability to relate climate and natural regions. | -show an understanding of the major climate types and the relationship to natural regions. | **F**  **E**  **BRUAR**  **Y** | 1  2  3 | CLIMATE AND NATURAL REGIONS | (a)  World climatic types and their characteristics.  (b)  Natural Regions of the World |  | - Guide students to explain the importance and problems of research.  - Brainstorming the students to define, describe and identify different major climate types of the World and their characteristics.  -Using globe, students to identify different types of natural regions and explain the relationship between human activities and climate .  -Ways of solving climate problems. | -Students in pairs to identify the importance and problems of research.  - Groups Students and discuss major world climate types and then present it.  Through questions and answers.  -Group discussion on the acceleration of climatic problems.  -List ways to solve climatic problems. | World map  Globe  -Globe World map, photos. | Geography course Book One by TIE  -Physical Geography. By Barnet | Students presentation on types and characteristics of the world climate. |  |
| **MONTHLY TESTS (EXAMS)** | | | | | | | | | | | | |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
| Knowledge on the concept of population change and distribution and how to solve the associate problems and ways to manage. | -Development on understanding of the concept of human population. | **MARCH** | 1  2 | 3. HUMAN POPULATION | (a)  Concept of Population  (b)  Population Distribution  (c)  Population change  (d)  Population Data  (e)  Population problems |  | -Guide students to define the term population.  -Lead students to describe the characteristics of human population and explain the importance of studying population.  -Assist students to describe factors governing the population distribution.  -Lead the students to define, explain and analyse effects of population change.  -Guide students to explain the source of population data, interpret explain the uses of population data.  Assist students to analyse population problems and its effects in economic growth, labour and needs. | -Brainstorming students define the term population and their importance.  -Students in groups to discuss the factors governing population distribution.  -Brainstorm students to define, explain and analyse effects of population change.  -Students in group s present the uses of population data to solve population problem. | -Statistical map charts.  -World Map  -World map  -Population charts and maps.  -World Maps  -Globe | GEOGRAPHY COURSE FOR SECONDARY SCHOOL BOOK 4 (TIE) | -Through presentation population problems.  -Use questions and answers. |  |
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|  |  | **MARCH** | 3 |  | (f)  Population policy |  | -Guide students to suggest solutions.  Guide students to explain and compare different population policies. | -Suggest possible solutions.  -Students in groups to read different text and compare different countries and summarize strategies used. | -Census  -Census |  | -Use questions and answers.  -Use questions and answers to assess the understanding of students about population and strategies adopted. |  |
|  |  |  |  | MID – TERM EXAMINATIONS | | | | | | | | |
| -  Knowledge on the concept of settlements and their associate problems and appropriate skills to manage them. | -Develop on understanding of the concept of settlement and their associated problems and possible solutions. |  | 3  4 | 4. SETTLEMENT | (a)  Concept of Settlement.  (b)  Growth of settlement. |  | -Guide students to explain the meaning, definition, categories types and characteristics, functions importance of settlement.  -Assist students to discuss the factors for settlement growth, problems associated with urban growth and ways of solving them. | -Brainstorm the students to give out meaning, list the categories and types of settlements.  -Students in groups to explain the characteristics functions and importance of settlements.  -Students in groups to discuss the factors and problems associated with settlement growth and ways of solving them. | -Maps showing settlement patterns.  -Guide questions on a paper  -Map extract diagrams & photos.  -World map list of urban problems. |  | Use set of questions to assess the understanding of students about meaning, characteristic , function & importance of settlement.  -Use questions and answers to assess the understanding of the factors, problems & solutions. |  |
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| -Ability to critically examine environmental problems and appropriate measures to solve them. | -Develop on understanding problems facing environment their causes and solutions at national and global context. | APRIL | 1  2 | 5.  ENVIRONMENTAL ISSUES AND MANAGEMENT. | (a)  Concept of environment.  (b)  Importance of environment.  (c)  Environmental Problems |  | -Brainstorm student to define the concept of environment.  Guide students to explain importance of environments.  -Guide students to identify, causes and extent of effects and loss of biodiversity.  - Effects of pollution and waste is management, desertification, effect of fast rate urban growth, poverty, global climate change on the environment. | -Students in groups to define the meaning importance of environments.  -Students in groups to discuss the importance of environment examples.  -In groups students to discuss the causes and effects of loss of biodiversity, pollution waste in management.  Fast rate of urban growth, desertification, poverty and global climate change on the environment. | -Maps.  -Pictures  -Photos  -Maps.  - Photos-  - Pictures |  | -Use questions and answers to assess the understanding of the meaning of environment.  Questions and answers to assess the understanding the causes and effects of the environmental problems. |  |
| **MONTHLY EXAMINATIONS START** | | | | | | | | | | | | |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
|  |  | **MAY** | 1  2 |  | (d)  Environmental conservation |  | -Assist the students to discuss measures of environmental conservation. | -Students in pairs to explain the measures and solution of environmental conservation. | -Maps.  - Photos-  - Pictures |  | -Presentation on how to assess and understand the concept of the environment. |  |
| TERMINAL EXAMINATIONS | | | | | | | | | | | | |