PRIMARY FIVE SST SCHEME OF WORK

WK	PD	TOPIC	SUB-TOPIC	Subject competences	Language competences	Content	Suggested activities	T / L AIDS	REF	REM
			Maps and pictures		♠					
1		**Living together in Uganda**	Location of Uganda	The learners; ♠ Tell ways of locating places. ♠ Locate Uganda on the map of East Africa ♠ Draw a map showing the position of Uganda ♠ Neighbours major cities and current leaders	♠ The learner; ♠ Makes sentences using. ♠ Locating ♠ Drawing ♠ Position ♠ Pronounces and writes East Africa correctly	To locate places, we can use neighbours, compass, and important features. Uganda is located in E. Africa and shares borders with Kenya, Tanzania, DRC, South Sudan, Rwanda	Drawing a map showing the shape and position of Uganda	Map showing the shape and position of Uganda	Comprehensive SST Bk 5 Pg 1 Sharing our world Bk 5 pg 1 Fountain SST bk 5 pg 1 – 2	♠
			Elements of a good map	♠ Defines terms like map, picture ♠ Differentiate between a map and a picture ♠ Identifies the elements of a good map ♠ Gives the use of each element of a good map	♠ Makes sentences ♠ Map ♠ Picture ♠ Margin ♠ Title ♠ Compass ♠ Spells and pronounces ♠ Explains the importance of the different elements	♠ Defines a map and picture ♠ Differentiating between a map and a picture ♠ Elements of a good map i.e. scale, key, title, etc. ♠ Use of each element and how each is used.	drawing pictures and their maps. Calculating to find actual distanc using the given scales.	Atlases	Sharing our world Bk. 5 Pg. 2 Comprehensive SST Bk. 5 Pg. 1 - 2	♠
		location of Uganda using latitudes and longitutes	Latitudes and longitudes	A learner; ♠ Defines latitudes and longitudes ♠ Names the line of latitude marked 0^0 ♠ States the use of latitudes, longitudes and equator. ♠ Uses the words in sentence making	♠ A learner ♠ Explains the differences between longitudes and latitudes ♠ Spells and pronounces the words latitudes, longitudes and equator ♠ Uses the words in sentence making	♠ To define latitudes and longitudes ♠ Naming major longitudes and latitudes. ♠ State the use of longitudes and latitudes ♠ Locating Uganda using longitudes and latitudes African countries	Drawing a map of Uganda using imaginary lines. Listing countries crossed by the major liens	Atlases Wall maps	Fountain SST bk 5 pg 2	

						crossed by the major lines				
			Uganda a land locked country	Defines ♠ A land locked country ♠ A non-land locked country	♠ Spells, reads and unites ♠ Land locked country	♠ Defining landlocked country ♠ Problems facing landlocked city ♠ Relationship between Uganda. And her neighbours				
			Physical features	A learner ♠ Defines the term physical feature ♠ Gives examples of physical features ♠ Locates major physical features of Uganda	♠ A learner ♠ Defines the term physical features and relief ♠ Gives examples of physical features ♠ Locates major physical features of Uganda on the map	♠ Defining terms ♠ Identify major physical features on the map of Uganda ♠ Locating major physical features of Uganda	Identifying major physical features on the map of Uganda	Atlases Wall maps Major physical features should be drawn separately on individual maps	Comprehensive SST bk 5 pg 7 Sharing our world Bk 5 pg 10	
			Formation of physical features	A learner; ♠ Gives the types of mountains in Uganda and their examples ♠ Describes the formation process of each mountain type ♠ Identify the effects of mountains to man	♠ A learner; ♠ Spells the words ♠ Faulting ♠ Volcanicity ♠ Tensional forces ♠ Compressional forces	♠ Mountains in Uganda ♠ Types of mountains ♠ Examples of each type ♠ Formation processes ♠ Effects of each mountain type ♠ Effects of mountains to man	Drawing diagrams to show mountain formations	Chart showing mountain formations	Fountain SST bk 5 pg 10 Comprehensive SST bk 5 pg 8 – 9 Sharing our world Bk 5	

			The rift valley	A learner; ♠ Tells what a rift valley is. ♠ Describes the formation of the rift valley. ♠ Draws the diagrams to show the rift valley formation ♠ Identify features found in the rift valley	♠ A learner; ♠ Explains the formation of rift valley ♠ Spells and pronounces ♠ Compressional ♠ Tensional ♠ Faults ♠ Faulting ♠ Escarpments ♠ Importance of physical features	♠ Formation of the rift valley ♠ Arms of the rift valley ♠ Features in the rift valley ♠ Activities in the rift valley ♠ Effects of the rift valley to ♠ Problems faced in rift valleys	Diagrams showing the rift valley formation	Chart showing the rift valley formation	MK SST bk 5 pg 8 – 11	
		PHYSICAL FEATURES IN UGANDA	Major lakes in Uganda	A learner ♠ Gives lakes in Uganda. ♠ Identifies the characteristics of each type of lake. ♠ Describes the formation of each type ♠ Gives the types methods of fishing and preservations methods ♠ Mentions the effects of rivers and lakes to man.	♠ A learner ♠ Explains the formation of different lakes ♠ Pronounces and spells like ♠ Lava dammed ♠ Depressional ♠ Crater ♠ Calderas ♠ Freezing	♠ Types of lakes ♠ Examples of each type ♠ Characteristics of each type ♠ Formation of each type ♠ Uses of lakes to man ♠ Major lakes in Uganda ♠ Fishing in Uganda ♠ Dangers and solutions	Drawings showing lakes and rivers of Uganda and their formation	A map showing lakes and rivers in Uganda	Sharing our world pg 23 bk 5 Fountain SST bk 5 pg 9	
			Major rivers in Uganda	A learner ♠ Defines terms connected to river flow ♠ Gives the stages of a river flow and characteristics of each stage. ♠ Identifies uses of rivers to man ♠ Gives effects of rivers and lakes to man	♠ A learner ♠ Explains the different river courses ♠ Spells words like ♠ Ox – bow ♠ Meandering	♠ Rivers in Uganda ♠ Terms related to river flow ♠ Stages of a river flow ♠ Characteristics of each stage ♠ Uses of rivers to man ♠ Major rivers in Uganda ♠ Transport on R. Nile	Drawing diagrams showing the formation of these features	Map showing lakes and rivers in Uganda	Sharing our world bk 5 pg 23 Fountain SST bk 5 pg 6 – 10 Comprehensive SST bk 5 pg 11 - 14	

			Plateaus	A learner ♠ Defines a plateau ♠ Draws a cross section of the plateau in Uganda ♠ Identifies activities on the plateau ♠ States the effects of each to man	♠ The plateau ♠ Cross section	♠ The plateau ♠ Covers the biggest part of Uganda ♠ Cross section of the plateau in Uganda ♠ Effects of each feature on man.	Drawing a diagram of the cross section of the Uganda plateau	Atlases	MK SST bk 5 pg 8 Fountain SST bk 5 pg 12	
		The climate of Uganda	Review of weather	A learner; ♠ Defines terms weather humidity temperature. ♠ Identify the elements and types of weather. ♠ State the effects of man on weather and weather on man	♠ A learner spells ♠ Humidity ♠ Temperature ♠ Weather ♠ Explains the meanings of the above words	♠ Define weather ♠ Factors of weather ♠ Types of weather ♠ Weather instruments ♠ Effects of weather to man or man to weather	Writing a review exercise	Chalk board Weather instruments drawn on charts Real objects		
			Types of climate in Uganda	A learner ♠ Defines climate ♠ Identifies the climatic zones in Uganda ♠ Describes each type of climate ♠ Identifies activities in each zone ♠ Gives the factors that affect climate ♠ Describes how climate affects man or man affects climate. ♠ Gives climatic disasters	♠ A learner ♠ Explains ♠ Climate ♠ Climatology ♠ Climatic zone ♠ Explains factors affecting climate	♠ Meaning of climate ♠ Climatic zones of Uganda ♠ Economic activities in each climatic zone ♠ Factors that influence the climate of Uganda ♠ Types of rainfall ♠ Influence of climate on human activities or human activities on climate ♠ Disasters caused by	Describing each type of climate Drawing diagrams to show the formation of different types of rainfall.	Atlases	Functional SST bk 5 pg 40 – 46 Comprehensive SST bk 5 pg 18 – 25 Fountain SST bk 5	

						climate				
			Farming systems	A leaner ♠ Describes the different types of farming ♠ Identifies merits and demerits of each type ♠ Gives factors considered when setting up a farm	♠ A learner ♠ Spells and pronounces the words correctly ♠ Subsistence ♠ Plantational ♠ Aqua - culture ♠ Ranching ♠ Dairy farming ♠ Api – culture	♠ Farming systems in Uganda ♠ Advantages and disadvantages of each type ♠ Factors to consider before setting up a farm	Identify different farming systems		MK SST Bk 5 pg 23 – 39	
			Major crops of Uganda	A learner ♠ Defines cash crops, food crops, nontraditional crops ♠ Identifies conditions required for the growth of each type of crop ♠ States the products from each crop ♠ Gives the problems farmers face. ♠ Mention solutions to the above problems ♠ Define cooperative societies and functions they offer to farmers	♠ Major crops of Uganda to be written correctly ♠ Cash crops ♠ Food crops ♠ Nontraditional cash crops ♠ Conditions required for the growth ♠ Pesticides ♠ Cooperative societies ♠ Transport ♠ Marketing	♠ Major cash crops of Uganda ♠ Cash crops e.g. coffee, cotton, tobacco, tea etc ♠ Food crops e.g. cassava, matooke ♠ Nontraditional cash crops e.g. vanilla, sunflower ♠ Conditions for the growth of each type ♠ Products got from each type ♠ Problems farmers face ♠ Solutions to the above problems	Identifying different farming systems	Study to farm institutes	MK SST bk 5 pg 32 – 39	

	3 & 4	**VEGETATION OF UGANDA**	Types of vegetation in Uganda	Learners should be able to ♠ Define the term vegetation ♠ Identify the vegetation regions of Uganda ♠ Give the characteristics of each zone ♠ State the factors that influence vegetation ♠ Uses of vegetation ♠ Mention ways of conserving vegetation ♠ Why man destroys vegetation	♠ Vegetation ♠ Savanna ♠ Woodland ♠ Miombo ♠ Conserved	♠ Types of vegetation ♠ Characteristics of each type ♠ Factors affecting vegetation ♠ Importance of vegetation ♠ How man destroys vegetation ♠ How vegetation can be conserved	Drawing the map of Uganda showing vegetation zones of Uganda	Charts	MK SST bk 5 pg 41 – 50 Fountain Bk 5 pg 13 – 16	
TERM TWO										
	1 & 2	**NATURAL RESOURCES OF UGANDA**	Types of natural resources Examples of natural resources	By the end of the lesson, learner should be able to ♠ Define a resource ♠ Define natural resource ♠ Identify the types of natural resources and examples	♠ Learners should be able to ♠ Write ♠ Spell ♠ Pronounce ♠ Read all the words in this column ♠ Resource ♠ Non renewable ♠ Renewable ♠ Natural resource	♠ Definition of a resource and natural resource ♠ Types of natural resources and ♠ Example under each types	Observing resources in the environment Answering oral questions Writing notes	Environment		
			Land	By the end of the lesson children should be able to ♠ Identify the reasons why land is the most important natural resource ♠ State the uses of land ♠ State ways how land is misused	♠ Land gradation ♠ Land conservation ♠ Industrialization ♠ Mining ♠ Conservation ♠ Degradation	♠ Why is land the most important natural resource ♠ Uses of land ♠ Definition of land degradation ♠ Definition of land	Answering questions Discussing the uses of land in groups Telling ways of degrading land Carrying research Using			

				♠ Define land degradation ♠ Identify ways of conserving land		conservation ♠ Ways how land can be degraded ♠ Ways how land can be conserved	dictionary			
		NATURAL RESOURCES IN UGANDA	Water bodies	Should be able to ♠ State examples of water bodies ♠ Identify the uses of water bodies ♠ Explain how water bodies can be misused	♠ Springs ♠ Streams	♠ Examples of water bodies ♠ Uses of water bodies ♠ How can water bodies be misused ♠ How can water bodies be conserved	Discussing the use of water bodies with the teacher Telling the different ways of misusing and conserving water bodies	Text book		
			Fishing in Uganda	♠ Should be able to: ♠ Define fishing ♠ Identify types of fishing ♠ Explain the method of fishing ♠ State the methods of preserving fish ♠ State the importance of fish. ♠ Explain the importance of the fishing industry ♠ Identify the problems affecting the fishing industry and their solutions	♠ Fishing ♠ Aquatic ♠ Hyacinth ♠ Fishing rod	♠ Definition of fishing ♠ Types of fish caught in Uganda ♠ Methods of fishing in Uganda ♠ Methods of preserving fish ♠ Importance of fish ♠ Importance of fishing industry ♠ Problems facing the fishing industry ♠ Solutions to the problems facing the fishing industry	Discussing in groups Observing diagrams of fish in the text books	Atlases Text books		

			Vegetation	Should be able to ♠ Define vegetation ♠ State the uses of vegetation ♠ Explain how vegetation can be destroyed ♠ Identify ways of conserving vegetation ♠ State the reasons why man destroys vegetation	♠ Deforestation ♠ Bush burning ♠ Over grazing ♠ Afforestation ♠ Bush fallowing ♠ Agro – forestry ♠ Re-afforestation	♠ Definition of vegetation ♠ Uses of vegetation ♠ How can vegetation be destroyed ♠ Ways of conserving vegetation ♠ Why does man destroy vegetation	Answering oral questions Discussing in groups	Chalk board Atlas		
		NATURAL RESOURCES	Climate	Should be able to ♠ Define the term climate ♠ Answer all possible questions related to climate	♠ Refer to climate ♠ Check children by asking them oral questions about climate in topic 4	♠				
			Minerals	Should be able to ♠ Define a mineral ♠ State the types of minerals ♠ Identify the uses of minerals ♠ Explain how minerals can be misused. ♠ Explain the methods of mining ♠ Identify minerals in Uganda and where they are mined. ♠ Explain the importance of mining ♠ Identify the problems facing the mining industry ♠ State the problems caused by the mining industry	♠ Mineral ♠ Alluvial ♠ Drilling	♠ Definition of mineral ♠ Types of mineral ♠ Uses of minerals ♠ How minerals can be misused ♠ Methods of mining ♠ Major minerals mined in Uganda ♠ Mining regions ♠ Importance of mining ♠ Problems facing the mining industry ♠ Problems caused by the mining industry	Discuss with the teacher about mining Answering oral questions	Chalk board Atlas		

			Wild life	Should be able to ♠ Define wildlife ♠ Identify the types of wildlife ♠ State the uses of wildlife ♠ Explain how wildlife can be misused ♠ State ways how wildlife can be conserved	♠ Wildlife ♠ Fauna ♠ Flora	♠ Definition of wildlife ♠ Types of wildlife ♠ Uses of wildlife ♠ How wildlife can be misused ♠ How wildlife can be conserved	Discuss with the teacher about wildlife Observe pictures about wildlife	Magazines Atlases		
		NATURAL RESOURCES	Game parks and game reserves in Uganda	Should be able to ♠ Define Game Park and game reserve. ♠ State the game parks and game reserves in Uganda ♠ Draw a map of Uganda showing game parks and game reserves.	♠ Game park ♠ Game reserve	♠ Definition of game park and game reserve ♠ Game parks and game reserves in Uganda ♠ Map of Uganda showing game parks and game reserves	Draw a map of Uganda showing game parks and game reserves	Atlas Charts Chalkboard		
			Tourism	Should be able to ♠ Define tourism and a tourist ♠ Identify the services provided to tourists ♠ State the reasons why tourism is called an industry and an invisible trade ♠ Identify the tourist attraction in Uganda and tourism centres ♠ Explain the problems facing the tourism industry ♠ Identify the ways of promoting the tourism industry.	♠ Tourism ♠ Tourist	♠ Definition of tourism and a tourist ♠ Services provided to tourists ♠ Why is tourism called an industry ♠ Tourist attraction in Uganda ♠ Tourist centres in Uganda ♠ Problems facing tourism ♠ Solutions to problems facing tourism ♠ Ways of promoting the			Fountain SST bk 5 pg 22 – 23 Comprehensive SST pg 19 – 24	

						tourism industry				
		VEGETATION OF UGANDA		Refer to first work as scheme	♠	♠				
		THE PEOPLE OF UGANDA	Stone age period	The learners ♠ Define stone age period ♠ Mention stages of early man ♠ Archaeology ♠ Identify tools used by early man ♠ Major discoveries ♠ Stone age sites	♠ Stone age site ♠ Archaeology ♠ Stone age period ♠ Fossils	♠ Define stone age period ♠ Archaeology fossils ♠ Give stone age periods ♠ Give stone age sites ♠ Give importance of stone age sites	Drawing a map of Uganda showing stone age sites Drawing tools early man used	Charts Text books	MK bk 5 6, 5, - 7 58 – 67	
			Ethnic grouping in Uganda	Children should be able to; ♠ Identify major ethnic groups and their origins ♠ State reasons for their migration ♠ Give problems faced during their migration ♠ Identify the results of early migration ♠ Identify areas where they settled ♠ Mention their economic activities	♠ Cradle land ♠ Bahr-el Ghazal ♠ Cameroon highlands ♠ Migration ♠ Rural urban migration ♠ Pubungu ♠ Meroe	♠ Define a tribe ♠ Define an ethnic group ♠ Identify major ethnic groups ♠ State the origin of ethnic group ♠ State the organization of ethnic group ♠ Identify the effects of ethnic group	Drawing of a map of Uganda showing migration of ethnic groups			
	5& 6	**Foreign influence in Uganda**	Foreign groups in Uganda	Should be able to ♠ Define foreigner ♠ Mention the foreign groups that came to Uganda ♠ Mention individual European explorers ,	♠ Foreigner ♠ Dhows ♠ Sultan ♠ Explorer ♠ Missionary ♠ Colonialists ♠ Ripon falls ♠ Gondokoro	♠ Defining a foreigner ♠ Give groups of foreignes who came to Uganda ♠ Give reasons for their	Drawing a map of Uganda showing routes of explorers	Charts	MK Bk 5 pg 69 – 89	

				missionaries, traders and their contributions ♠ State the steps used to colonise Uganda ♠ To identify the methods of colonial administration ♠ State the importance of agreements in Uganda	♠ Martyr ♠ Circumnavigate	coming ♠ Effects of foreign gropus ♠ Why many people took long to join Islam ♠ Problems foreign groups faced				
				♠ Define the term missionary ♠ Give reasons why missionaries came to Uganda ♠ Identify missionary groups in Uganda ♠ Identify problems missionaries faced ♠ Mention the effects of missionaries ♠ Define trade ♠ Write IBEACO in full ♠ Give reason why IBEACO was formed ♠ Reasons why it collapsed	♠ Missionary ♠ IBEACO ♠ Trade	♠			MK pg 69 – 89	
		Foreign influence in Uganda	Colonialists	♠ Define the term colony ♠ Name the governor of equatorial province ♠ Why Egypt wanted to colonize Uganda ♠ Identify agreements signed in Uganda	♠ Agreement ♠ Colony ♠ Protectorate ♠ Evolution	♠ Reason why Egypt wanted to colonise Uganda ♠ Give agreement signed in Uganda	Drawing the map of Uganda showing evolution of Uganda boundaries	Atlases	Mk bk 5 pg 89	
	7 & 8		Reason to colonial rule in Uganda	Give reasons why some (a) Collaborated (b) Resisted ♠ Identify rebellions , staged in Uganda ♠ Systems of	♠ Collaborate ♠ Resist ♠ Rebellion	♠ State reasons why some Ugandans collaborated ♠ Give systems of		Chalkboard	MK bk 5 pg 89	

				administration colonialists used ♠ Identify Ugandans who collaborated		administration colonialists used				
	9 & 10	**The road to independence**		♠ By the end of the lesson pupils will be able to' ♠ Mention the colonial policies ♠ Write Legco in full ♠ Identify the roles of Legco ♠ Identify the first Africans to the Legco	♠ Legislative council ♠ Kabaka Crisis	♠ Reasons why the Legco was formed ♠ Roles of the Legco ♠ First Africans on the Legco ♠ Kabaka crisis ♠ Buganda			MK SST bk 5 pg 100 – 116	
TERM THREE										
	1	**The government**	Arms of the government	♠ Learners should be able to ♠ Define a government ♠ Identify the organs of the government	♠ Government	♠ Definition of government ♠ Organs of the government	Writing and answering oral questions	Text book	Fountain Bk 5 pg 113 – 114	
	2		Legislative	♠ Should be able to ♠ State the head of the legislature ♠ Give the roles of the legislature ♠ Identify special groups represented in parliament ♠ Define a bill ♠ State the roles of legislature ♠ Compare Legco to legislature	♠ Bill ♠ National assembly ♠ Speaker of parliament ♠ Hansards ♠ Sergeant at arms ♠ Mace clerk to parliament.	♠ Roles of the legislature ♠ Special groups represented in the parliament ♠ Roles of different people in the parliament (a) Speaker of parliament (b) Deputy speaker of parliament (c) Sergeant at Arms	Answering oral questions and writing	Text book and atlases		

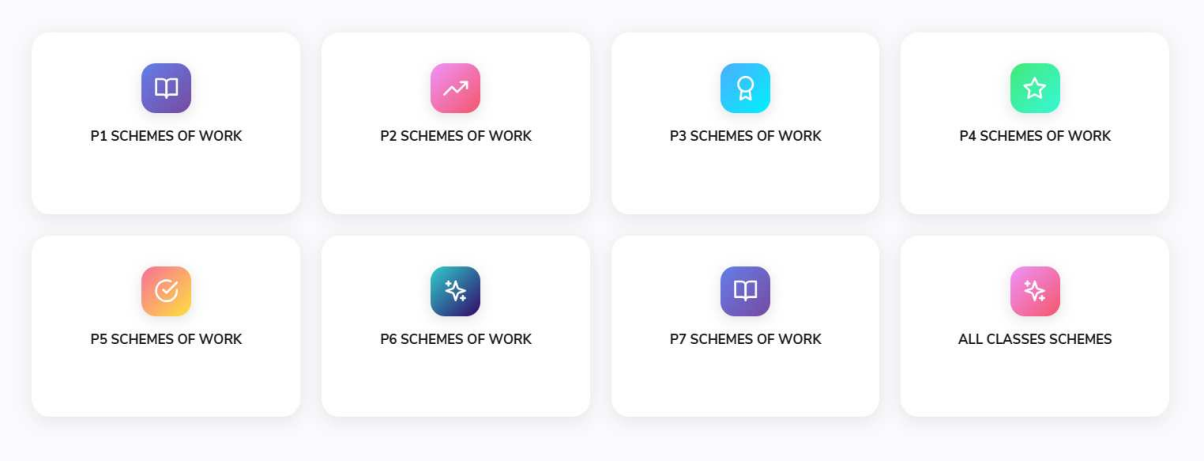
	3		Judiciary	♠ Should be able to ♠ Identify the different groups of the judiciary ♠ Identify the level of courts of law ♠ Identify the head	♠ Judges, magistrates, lawyers, chief justice, courts of law, magistrates	♠ Groups of people under the judiciary ♠ Roles of the judiciary ♠ Level of courts in Uganda		Text book	113 – 114	
	5 & 6	**The government**	Executive	♠ Should be able to ♠ Identify the groups of people under the executive ♠ Identify the head of the executive ♠ State the roles of the executive ♠ State the duties of the president ♠ Identify the different governmental ministries	♠ Cabinet ♠ Permanent secretary	Groups of people under the executive Roles of the executive Duties of the presidents Different government ministries		Text books	Fountain bk 5 pg 122 – 127	
	7 & 8		Budgeting	♠ Should be able to ♠ Define a budget ♠ Define a national budget ♠ State the reasons why the government makes a budget ♠ Identify the parts of the budget ♠ Identify the sources of government revenue ♠ Identify the different types of taxes ♠ Identify how the government spends its revenue	♠ Budget ♠ National budget ♠ Parts of the budget ♠ Taxes ♠ Loans ♠ Grants ♠ Donations ♠ Customs duty ♠ Exercise duty	Definition of a budget Parts of the budget Definition of the national budget Reasons for budgeting Sources of government revenue Types of taxes Ways how the government spends its revenue Problems faced during collection of taxes Dangers of smuggling			122 – 127	

		Population size and distribution in Uganda and their relationship to economic planning and development	Terms related to population	♠ By the end of all lessons the children should be able to ♠ Define all the terms related to population	♠ Population ♠ Population census ♠ National population census ♠ Enumerators ♠ Population growth ♠ Population distribution ♠ Population explosion ♠ Sparse population ♠ Dense population ♠ Optimum population ♠ Over population ♠ Census night ♠ Under population		Writing Reading Answering oral questions	Chalkboard Atlas Text book	MK bk 5 pg 148	
		Population size and distribution	Population census	Should ♠ Identify reasons why population census is conducted ♠ Identify information collected during census ♠ State the problem faced during census ♠ Identify the ministry responsible for census	♠	Reasons why census is conducted Information collected from people during census Problems the government faces during census Ministry responsible for conducting population census	Answering oral questions		151	
			Factors affecting population distribution	♠ Should be able to ♠ Identify the factors affecting population distribution ♠ Identify factors that attract people in an area	♠ Sparse ♠ Dense	Factors affecting population distribution Factors that attract people in an area Reasons why some areas are densely		Text book And atlas	Pg 141	

				♠ State reasons why some areas are sparsely populated ♠ State reasons why some areas are densely populated		populated Reasons why some areas are sparsely populated				
			Population growth	♠ Should be able to ♠ Identify the factors affecting population growth ♠ State the factors that lead to high population growth ♠ State the causes of high birth rate ♠ Ways of controlling high birth rate ♠ Way of controlling high population growth	♠ Birth rate ♠ Family planning	Factors affecting population growth Factors that can lead to high population growth Causes of high birth rate Ways of controlling high birth rate Ways of controlling high population growth rate		Text book And Atlas	Pg 151	
			Advantages and disadvantages of a large population Advantages and disadvantages of small population	♠ Should be able to ♠ Identify the economic advantages of a large population ♠ Identify the disadvantages of large population ♠ State the advantages of a small population ♠ Identify the disadvantages of a small population	♠	Economic advantages of a large population Disadvantages of a large population Advantages of a small population Disadvantages of a small population	Writing Answering oral questions	Text books and atlas		
		Population size and distribution	Hazards that check on population growth	♠ Should be able to ♠ Identify the natural hazards that check on population growth ♠ Identify the manmade disaster that check on population growth	♠ Hazards	Natural hazards that check on population growth Manmade hazards that check on population growth		Text books		

			Effects of HIV / AIDS on the population	♠ Mentions the social and economic effects of HIV / AIDS on the people.	♠ Discusses the effects of HIV / AIDS in society.	Economic and social effects of HIV / AIDS.				

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