

**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**



**HISTORY SYLLABUS FOR ADVANCED
SECONDARY EDUCATION**

FORM V - VI

11E/3809

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MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**

**HISTORY SYLLABUS FOR ADVANCED SECONDARY
EDUCATION**

FORM V - VI



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1.0 INTRODUCTION

1.1 Background information

This History syllabus for Form V-VI replaces the 1997 Advanced Level History Syllabus. It seeks to impart History competences (i.e knowledge, attitude and skills). Some of the changes made in this syllabus include; Firstly, selection of topics for Form V and Form VI. Secondly, the system of teaching History on the basis of papers (i.e History Paper I, History Paper II and History Paper III) has been discarded. However, most of the topics and sub-topics come from the 1997 syllabus. Thirdly, the sub-topics, specific objectives, teaching and learning strategies and assessment have been appraised with a view to retain what are considered essential elements and avoiding repetition. Fourthly, the teaching and learning process has been made more interactive/participatory and learner centered. The second reprint of 2017 Advanced level History Syllabus has accommodated the content of the first reprint with some minor changes made on the part Class level competences and class level objectives for Form V and VI. In order to maintain a good flow and sequence, some of the subtopics and its specific objectives has been rearranged and placed to appropriate topic.

1.2 Rationale for the review

The review of History subject was based on several considerations. The first to merge topics from Papers I, II and III and formulate of Form V and VI topics. It was felt that learning History subject was more or less examination oriented. For students to be able to analyse issues critically they need to learn History subject as a whole, and not as subject compartments. Avoiding repetitions through merging or learning out some topics and, or sub- topics that are being implemented at O-level. For example:- Sub-topic that read "African reactions to the establishment of colonial rule", Topics of "Colonial Bureaucracy" and subtopic "Colonial Social Services up to 1945"; these have been left out because they are covered in Form III and IV.

There was also deleting of sub-topics as they seemed to be the manifestation of other topics ie. Subtopic "Arms race" is a manifestation of the sub-topic "Cold War".

Improvement of topics or sub-topics so as to give more or wide meaning; for example topic 3 of Form V that reads: "People of African Origin in the new World" Vs. "Black People in the New World" because the later one carried the segregator connotations.

Other topics have been changed so as to make difference between topics. For example the topic that read "International Cooperation", now it reads "The UN, The Commonwealth and the NAM". The first one deals with the third world alone.

The topic of "World Peace" now reads "Threats to World Peace after 2nd World War" in order to cut down unnecessary repetition and length of syllabus. Moreover, the topic of "Africa and the Crises in capitalism, Sub-topic (e) that was read "The Decline of British Capitalism and the ascendancy of US capitalism" now it reads "The Decline of European Capitalism and the rise of US Capitalism". This has been so because it

was European capitalism that declined and not "British" capitalism.

Development of new contents by adding a topic that is purely dealing with Tanzanian issues i.e. topic 7 of Form V so as to make students aware of what is happening in their country. By doing so, they can easily take part in the developmental process of the country. Similarly another topic has been added, "The Colonial State" in order to widen students' knowledge on colonial matters.

2.0 AIMS AND OBJECTIVES OF EDUCATION IN TANZANIA

The general aims and objectives of education in Tanzania are to:

- a) guide and promote the development and improvement of the personalities of the citizens of Tanzania, their human resources and effective utilization of those resources to bringing about individual and national development;
- b) promote the acquisition and appreciation of the culture, customs and traditions of the people of Tanzania;
- c) promote the acquisition and appropriate use of literacy, social, scientific, vocational, technological, professional and other forms of knowledge, skills and attitudes for the development and improvement of the condition of man and society;
- d) develop and promote self-confidence and an inquiring mind, an understanding and respect for human dignity and human rights and readiness to work hard for self-advancement and national development;
- e) promote and expand the scope of acquisition, improvement and upgrading of mental, practical, productive and other skills needed to meet the changing needs of industry and the economy;
- f) enable every citizen to understand and uphold the fundamentals of the National Constitution as well as the enshrined human and civic rights, obligations and responsibilities;
- g) promote love and respect for work, self and wage employment and improved performance in the production and service sectors;
- h) inculcate principles of national ethic and integrity, national and international cooperation, peace and justice through the study, understanding and adherence to provisions of the National Constitution and other international basic charters;
- i) promote a rational use, management and conservation of the environment.

3.0 AIMS AND OBJECTIVES OF SECONDARY EDUCATION

The aims and objectives of secondary education are to:

- a) consolidate and broaden the scope of baseline ideas, knowledge, skills and attitudes acquired and developed at the primary education level;
- b) enhance further development and appreciation of national unity, identity and ethic; personal integrity, respect for and readiness to work, human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations;
- c) promote the development of competency in linguistic ability and effective use of communication skills in Kiswahili, English and other foreign languages;
- d) provide opportunities for the acquisition of knowledge, skills, attitudes and understanding in prescribed or selected fields of study;
- e) prepare students for tertiary and higher education, vocational, technical and professional training;
- f) inculcate a sense and ability for self-study, self-confidence and self-advancement in new frontiers of science and technology, academic and occupational knowledge and skills.
- g) prepare the students to join the world of work.

4.0 GENERAL SUBJECT COMPETENCES

It is expected that by the end of this course the student should show the ability to:

- a) understand the events which shaped the History of Africa in particular and the History of the world in general.
- b) understand the problems experienced by African societies in the past and demonstrates the ability to analyse the efforts made to solve them.
- c) relate Africa's developmental problems with foreign intrusion, colonial domination, cultural subjugation and economic exploitation across time.
- d) understand and appreciate the efforts made and strategies used by African people to regain their independence and resist neo-colonialism.
- e) show basic skills of critical thinking, reasoning, evaluation, judgement, empathy, communication and effective participation in developmental activities.
- f) understand the place and importance of cross-cutting issues in shaping History.
- g) prepare himself/herself for the world of work and become a responsible member of his/ her society.

5.0 GENERAL SUBJECT OBJECTIVES

By the end of this course, the student should be able to:

- a) develop an understanding of the events, conditions and factors which shaped the past and those which shaped the present conditions of the world in order to predict the future.
- b) understand the problems experienced by African societies in the past and explain how they solved them in order to master their social and economic environment.
- c) develop an understanding of the relationship between Africa's developmental problems and foreign intrusion, colonial domination, cultural subjugation and economic exploitation at various stages in History.

- d) understand and appreciate the efforts made and strategies used by African people to regain their independence and resist neo-colonialism.
- e) develop basic skills of critical thinking, reasoning, evaluation, judgement, empathy, communication and effective participation in developmental activities.
- f) develop an understanding of the place and importance of cross-cutting issues in shaping History.
- g) meet the demand of the world of work and become responsible members of their society.

6.0 ORGANIZATION OF THE SYLLABUS

This syllabus consists of two main parts. Part one consists of an introduction made up of the general competences the subject seeks to impart, the general subject objectives of teaching History and the structure of the syllabus. Part two consists of the class level competences, class level objectives of teaching and learning History, topics, sub-topics, specific objectives, teaching and learning strategies, teaching and learning resources, assessment and estimated number of periods of each sub-topic.

6.1 Class Level Competences

The syllabus contains class level competences too. These reflect specific knowledge, skills and attitudes which a Form V or VI student should demonstrate effectively throughout one's life during and after school.

6.2 Class Level Objectives

The syllabus contains three types of objectives, namely;

- a) General objectives of the course
- b) Objectives of teaching the subject in each class
- c) Specific objectives for each sub topic.

Objectives are statements of behaviour expected to be exhibited by each student after studying a given topic/sub-topic. When planning to teach, the teacher has to be very clear about the objectives expected to be attained at the end of each topic/sub-topic and plan his/her teaching in such a way that finally the expected general and specific objectives are achieved.

6.3 Content Matrix

6.3.1 Topics/Sub-Topics

The syllabus consists of the topics in columns. These are the main topics to be covered from Form Five to Six. There is also a column for sub-topics. These are smaller divisions of the topics. Most of topics in this syllabus have more than one sub-topic.

6.3.2 Specific Objectives

These are sets of learning requirements in terms of specified knowledge, skills and attitudes to be acquired or developed during the teaching-learning process of a given topic/sub-topic.

6.3.3 Teaching and Learning Strategies

These are the teaching and learning strategies which have been suggested to be used by the teacher. The list is, however, not exhaustive and binding. Where necessary, the teacher should therefore think of more appropriate strategies to use in teaching History depending on factors such as the availability of appropriate teaching and learning aids and references, level of learners knowledge, skills and experiences. You are strongly to use them plus any other strategies which are relevant and applicable.

6.3.4 Teaching and Learning Resources

A number of teaching and learning resources have been listed under the teaching and learning resources column. That list is not exhaustive; teachers are strongly advised to use the listed resources. Under different circumstances, the teacher is also advised to use other relevant and readily accessible resources. Therefore, the teacher is expected to think creatively to identify and acquire other teaching and learning resources either through purchasing or borrowing. Teachers are also expected to improvise teaching and learning resources using locally available resources and expertise.

6.3.5 Assessment

The assessment column gives the teacher clues as to the kind of assessment that students should be subjected to. There is need for ensuring that students are assessed on all objectives or that the assessment items take into consideration a wide variety of leaning outcomes. The table at the end of this part shows the type of assessment and the accompanying assessment measures to be used. The assessment measures listed in the table contribute to continuous and final assessments of student achievement. The frequency for each assessment measure has been indicated with the weight in %. You are therefore strongly advised to apply a wide selection of assessment measures in order to develop students' mastery of the subject matter during the teaching and learning process.

There will be continuous assessment throughout the course. At the end of this course the student shall sit for National Examination conducted by the National Examinations Council of Tanzania (NECTA). Continuous assessment shall carry 50% and the final National Examination will carry the remaining 50%.

6.3.6 Number of periods

The last column contains the estimated number of periods per each sub-topic. Teachers are advised to adhere to the allocated time as much as possible so that teaching is done effectively and the entire syllabus is covered adequately.

7.0 INSTRUCTIONAL TIME

This syllabus is to be used in two academic years; each having approximately 194 instructional days including three weeks reserved for mid-year and annual examinations. The number of periods for teaching this syllabus is 10 periods of 40 minutes each per week. The teacher is advised to make maximum use of time allocated in the classroom situation. Lost instructional time should always be compensated.

Student's final academic performance will be assessed on the following basis:

Type of Assessment	Assessment Measure	Frequency				Weight (%)	Total (%)
		Form V		Form VI			
		Term 1	Term 2	Term 1	Term 2		
1. Continuous assessment	1. Test	2	2	2	-	10	50
	2. Individual Assignment (Essay writing)	1	1	1	-	10	
	3. Portfolio	-	1	-	-	5	
	4. Project	-	1	1	-	5	
	5. Class presentation	1	1	1	-	5	
	6. Term exam	1	1	1	-	15	
2. Final Examination	National exam.	-	-	-	1	50	50
TOTAL MARKS						100	100



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FORM V

Class level Competences

By the end of Form Five, student should have the ability to:

1. Demonstrate and understand of Africa's social, political and economic development in Pre- colonial era.
2. Demonstrate the level of development between Africa and Europe by the 15th Century.
3. Demonstrate an understanding of the presence of the people of Africa Origin and America's and Caribbean's and assess their influence on Africa's social and political development.
4. Understand the structure and functions of the colonial state.
5. Understanding the effects of the Second World War on the social, political and economic policies in the African colonies.
6. Understand the influence of external forces and the rise of Nationalism and struggle for independence in Africa countries.
7. Demonstrate an understanding of the political and economic development in Tanzania since independence and their impact

Class level Objectives

By the end of Form Five course, students should be able to:

- a) Analyse Africa's social, political and economic development, before the colonial era.
- b) Compare and contrast social and economic systems in Europe and Africa by the 15th Century.
- c) Analyse the presence of the people of African Origin and America's and Caribbean's and assess their influence on Africa's social and political development.
- d) Explain the structure and functions of the colonial state.
- e) Assess the effects of the Second World War on the social, political and economic policies in the African colonies.
- f) Evaluate the influence of external forces and the rise of Nationalism and struggle for independence in Africa countries.
- g) Assess the political and economic development in Tanzania since independence and their impact

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
<p>1.0 PRE COLONIAL AFRICAN SOCIETIES</p> <p>1.1 Pre Colonial Social Formations.</p>	<p>By the end of this subtopic the student should be able to:</p> <p>a) explain the meaning of following concepts used in the study of the basis of life of society:</p> <ul style="list-style-type: none"> • Labour • Means of labour • Objects of labour • Means of production • Productive forces • Relations of production • Mode of production. <p>b) analyse the modes of production which developed in Africa and their characteristics.</p>	<p>i) Using written sources the teacher to guide students to explain the different concepts.</p> <p>ii) The teacher to guide the students to identify the best responses.</p> <p>iii) The teacher to guide the students through class discussion to clarify and enrich the responses raised.</p>	<ul style="list-style-type: none"> • Written texts on Pre-colonial social Formations • Written texts in braille for the visually impaired students. 	<p>Is the student able to explain the concepts used in the study of the basis of life of society?</p>	<p>48</p>
	<p>b) analyse the modes of production which developed in Africa and their characteristics.</p>	<p>i) The teacher to guide the students in groups to read written sources and analyse the modes of production which were developed in Africa and their characteristics (Communalism, slavery and feudalism).</p>	<ul style="list-style-type: none"> • Written texts on Pre-colonial social formations. • Written texts in braille for the visual impaired students. • Sketch maps showing African societies which practised the various modes of production. 	<p>Is the student able to analyze the modes of production which developed in Africa and their characteristics?</p>	

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>ii) Through gallery walk, the teacher to guide the groups to present their findings for further discussions, clarifications and enrichment.</p> <p>i) The teacher to guide the students to conduct a field research/ project and library research on why pre-colonial African societies did not develop the slave mode of production.</p> <p>ii) The teacher to guide the students in groups to share and discuss individual findings on why pre-colonial African societies did not develop the slave mode of production.</p> <p>iii) The teacher to provide sketch maps showing African societies that practised various modes of production to groups to be used during presentation.</p> <p>iv) The teacher to guide the groups to present in class their findings for further discussion, clarification and enrichment.</p>	<p>ii) Through gallery walk, the teacher to guide the groups to present their findings for further discussions, clarifications and enrichment.</p> <p>i) The teacher to guide the students to conduct a field research/ project and library research on why pre-colonial African societies did not develop the slave mode of production.</p> <p>ii) The teacher to guide the students in groups to share and discuss individual findings on why pre-colonial African societies did not develop the slave mode of production.</p> <p>iii) The teacher to provide sketch maps showing African societies that practised various modes of production to groups to be used during presentation.</p> <p>iv) The teacher to guide the groups to present in class their findings for further discussion, clarification and enrichment.</p>	<ul style="list-style-type: none"> Tactile maps for the visual impaired students. Written texts on Why Pre-colonial African societies did not develop the slave mode of production. Written texts in braille for the visual impaired students. Sketch maps showing African societies which practised the various modes of production. Tactile maps for the visual impaired students. 	<p>Is the student able to assess why pre colonial African societies did not develop the slave mode of production?</p>	

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	d) explain why some pre-colonial African societies developed the feudal mode of production while others did not.	i) The teacher to guide the students through question – why some Pre-colonial African societies developed the feudal mode of production while others did not. ii) The teacher to guide individual Students to read written texts on why some Pre-colonial African Societies developed the feudal mode of production while others did not. iii) The teacher to guide the students to share their findings through discussions and clarifications.	<ul style="list-style-type: none"> Written texts on Why Pre-colonial African societies did not develop the slave mode of production. Written texts in braille for the visual impaired students. 	Is the student able to explain why some pre-colonial African societies did not develop the feudal mode of production?	
1.2 Political Organizations in Pre-Colonial Africa.	By the end of this subtopic, the student should be able to: a) describe the reasons for the development of African Political organisations in different societies across time.	i) Through Think-Pair-Share technique and using written texts, the teacher to guide the students to describe the reasons for the development of various political organisations in different African societies across time.	<ul style="list-style-type: none"> Written texts on Political Organizations in Pre-colonial Africa. A wall map of Africa showing political organization status. that existed in Africa across time. 	Is the student able to describe the reasons for the development of political organizations in different societies across time?.	14

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>b) appraise the role of Islam in the formation of states during the 19th century.</p>	<p>ii) The teacher to guide students in groups to conduct class discussion for further clarification and enrichment. iii) The teacher to use a wall map on pre-colonial African political organizations to facilitate discussion</p> <p>i) The teacher to guide the students in groups to read written sources on and discuss the role of Islam in the formation of African states during the 19th century. ii) The teacher to guide students in groups to discuss the role of Islam in the formation of African states during the 19th century. iii) The teacher to provide sketch maps on states formed under the influence of Islam to groups to use during presentation. iv) The teacher to guide students to present group responses on the role of Islam in the formation of states during the 19th century</p>	<ul style="list-style-type: none"> • Written texts in braille. • Tactile wall maps on pre-colonial African political organization for the visual impaired students. <ul style="list-style-type: none"> • Written texts on the role of Islam in the formation of states during the 19th century. • Sketch map of Africa showing states formed under the influence of Islam. • Written texts in braille. • Tactile sketch map on states formed under the influence of Islam Africa for the visually impaired students 	<p>Is the student able to appraise the role of Islam in the formation of states during the 19th century?</p>	

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>c) discuss the influence of Mfecane in the formation of states during the 19th century.</p>	<p>i) The teacher to guide students to conduct library research on the influence of Mfecane in the formation of states during the 19th century. ii) The teacher to guide the the groups to discuss their findings from the library research. iii) The teacher to guide students in groups to present and discuss their responses for clarification and enrichment in plenary.</p>	<ul style="list-style-type: none"> • Written texts on the influence of Mfecane in the formation of African states. • Sketch map of Southern and East Africa showing states which rose during the Mfecane Movement. • Written texts in braille. • Tactile sketch map of Africa states during Mfecane for the visual impaired students. 	<p>Is the student able to discuss the influence of Mfecane in the formation of states during the 19th century?</p>	
<p>1.3 Pre-Colonial Education and Culture.</p>	<p>By the end of this subtopic, the student should be able to:</p> <p>a) explain the concepts of pre-colonial education and culture.</p>	<p>i) Using written texts the teacher to guide students to explain the concepts of pre-colonial education and pre-colonial culture. ii) The teacher to guide students through class discussion to clarify and enrich the responses raised.</p>	<ul style="list-style-type: none"> • Written texts on the concepts of pre-colonial education and pre-colonial culture. • Written texts in braille. 	<p>Is the student able to explain the concepts:</p> <ul style="list-style-type: none"> • Pre-colonial education? • Pre-colonial culture? 	<p>11</p>

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>b) assess the objectives and aspects (types) of pre-colonial education.</p>	<p>i) The teacher to guide individual students to use written texts, to find out the objectives and aspects of pre-colonial education and culture. ii) The teacher to guide the students to conduct a field research on the objectives and aspects of pre-colonial education and culture. iii) The teacher to guide the students in groups to share, discuss and present their findings.</p>	<ul style="list-style-type: none"> • Written texts on the objectives and aspects of Pre-colonial education and culture. • Written texts in braille. 	<p>Is the student able to assess:</p> <ul style="list-style-type: none"> • Objectives of pre-colonial education and culture? • Aspects of pre-colonial education? 	
	<p>c) appraise the role, strengths and weaknesses of pre-colonial education.</p>	<p>i) The teacher to invite a guest speaker to give a talk to the class on the role, strengths and weaknesses of pre-colonial education and culture. ii) After the talk the students be allowed to ask questions on the points raised during the talk. iii) The teacher to guide the students to make further readings and write brief summary of the role, strengths and weaknesses of the pre-colonial education and culture.</p>	<ul style="list-style-type: none"> • Written texts on the role, strengths and weaknesses of Pre-colonial education and culture. • Written texts in braille. 	<p>Is the student able to appraise:</p> <ul style="list-style-type: none"> • The role of Pre-colonial education and culture? • Strengths of Pre-colonial education and culture? • Weaknesses of Pre-colonial education and culture? 	

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
2.0 AFRICA AND EUROPE IN THE 15TH CENTURY 2.1 Systems of Exchange	By the end of this subtopic, the student should be able to: a) explain the significance of trade and exchange in society;	i) The teacher to guide students to read written texts on the significance of trade and exchange in society. ii) The teacher to guide students in a class discussion on the topic under discussion. iii) During the presentation, the teacher to guide students to write summary of the seminar paper by intervening the main issues and provoking questions and discussion.	<ul style="list-style-type: none"> Written texts on the significance of trade and exchange in society. Written texts in braille. 	Is the student able to explain the significance of trade and exchange in society?	15
	b) analyse the impact of the 15 th century trade on political, social and economic systems in both Western Europe and Africa;	i) The teacher to guide students individually to read written texts on the impact of trade on political, social and economic systems in both Africa and Western Europe, in the 15 th century. ii) Using the debate method, the teacher to guide the students to debate (giving contrasting view points) on the impact of trade on political, social and economic systems in Western Europe and Africa.	<ul style="list-style-type: none"> Written texts on the impact of trade on political, social and economic systems in Africa and Western Europe in the 15th century. Written texts in braille. 	Is the student able to analyse the impact of the 15 th century trade on the: <ul style="list-style-type: none"> Political systems in Africa and Western Europe Social systems in Africa and Western Europe? 	

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>iii) At the end of the debate, the teacher to guide the students to draw out and summarize the main learning points.</p> <p>i) The teacher to guide individual students to read written texts on the types of commodities exchanged between Western Europe and Africa and their value.</p> <p>ii) The teacher to guide students in groups to make individual presentation on the comparison and contrast of the value of commodities exchanged between Western Europe and Africa in the 15th century.</p> <p>iii) During plenary session, the teacher to guide students reach consensus to the consistencies and disagreements in the groups' findings so that essential points can be drawn out for emphasis or further discussion.</p>	<p>iii) At the end of the debate, the teacher to guide the students to draw out and summarize the main learning points.</p> <p>i) The teacher to guide individual students to read written texts on the types of commodities exchanged between Western Europe and Africa and their value.</p> <p>ii) The teacher to guide students in groups to make individual presentation on the comparison and contrast of the value of commodities exchanged between Western Europe and Africa in the 15th century.</p> <p>iii) During plenary session, the teacher to guide students reach consensus to the consistencies and disagreements in the groups' findings so that essential points can be drawn out for emphasis or further discussion.</p>	<ul style="list-style-type: none"> • Economic systems in Africa and Western Europe? • Written texts on the types and value of commodities exchanged between Western Europe and Africa in the 15th century. • Written texts in braille. 	<ul style="list-style-type: none"> • Economic systems in Africa and Western Europe? Is the student able to compare and contrast the value of commodities exchanged between Western Europe and Africa in the 15th century? 	

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
2.2 Political Systems.	<p>By the end of this subtopic, the student should be able to:</p> <p>a) explain the level of political development in Africa and Western Europe in the 15th century;</p> <p>b) compare and contrast Western European political systems with African ones in the 15th Century;</p> <p>c) assess the impact of the rise of the gap in development between Western Europe and Africa.</p>	<p>i) The teacher to guide students in groups to read written texts on and discuss the level of political development in Africa and Western Europe in the 15th century.</p> <p>ii) The teacher to guide students in a plenary session to present group findings for further discussion, clarification and enrichment.</p> <p>i) Using written texts, the teacher to guide students in groups to compare and contrast Western European political systems with African ones in the 15th century.</p> <p>ii) Teacher to guide groups to present their work in plenary for further discussion and clarification.</p> <p>i) The teacher to invite a guest speaker to explain and assess the impact of the rise of the gap in development between Western Europe and Africa since the 15th century.</p>	<ul style="list-style-type: none"> • Written texts on political systems in Africa and Western Europe in the 15th century. • Written texts in braille. <ul style="list-style-type: none"> • Written texts on Western European political system and African political system. • Written texts in braille. <ul style="list-style-type: none"> • Written texts on the impact of the rise of the gap in development between Western Europe and Africa. 	<p>Is the student able to explain the level of political development in Africa and Western Europe in the 15th century?</p> <p>Is the student able to compare and contrast Western European political systems with African ones in the 15th century?</p> <p>Is the student able to assess the impact of the rise of the gap in development between Europe and Africa since</p>	10

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
		ii) After the talk the teacher to guide students to ask questions raised during the talk. iii) The teacher to guide students to make further readings and write summaries on the impact of the rise of the gap in development between Western Europe and Africa since the 15 th century.	<ul style="list-style-type: none"> Written texts in braille. 	the 15 th century?	
2.3 Science and Technology in the 15 th century.	By the end of this subtopic, the student should be able to: a) Explain the concepts of Science and technology; b) compare and contrast the levels of development of science and technology between Europe and African states.	i) Using written texts the teacher to guide students define terms; science and technology. ii) The teacher to guide students in groups discuss and present in class their findings for further discuss and clarification. i) The teacher to invite a guest speaker to talk on the similarities and differences of the level of development of science and technology in Western Europe and Africa. ii) The teacher to guide students individually to read written texts to consolidate the main issues raised during the talk.	<ul style="list-style-type: none"> Written texts on science and technology. Written texts in braille. Written texts on similarities and differences of the level of development of science and technology in Western Europe and Africa. Written sources in braille. 	Is the student able to explain the concepts Science and technology? Is the student able to compare and contrast the levels of development of science and technology between Western Europe and Africa in the 15 th century?	8

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
		<p>iii) Students to make and present summaries of comparison and contrast on levels of development of science and technology in Africa and Europe in the 15th century.</p>			
2.4 Raise of the development gap between Africa and Europe.	<p>By the end of this subtopic, the student should be able to:</p> <p>a) analyse the factors which contributed to the rise of the gap in development between Western Europe and Africa, since the 15th century.</p>	<p>i) The teacher to guide the students through question – answers technique to assess the factors which contributed to the rise of the gap in development between Western Europe and Africa.</p> <p>ii) The teacher to guide students individually to read written texts on the factors which contributed to the rise of the gap in development between Western Europe and Africa since 15th century.</p> <p>iii) The teacher to guide the students pair and share their findings for discussions and clarifications.</p>	<ul style="list-style-type: none"> Written texts on the factors which contributed to the rise of the gap in development between Western Europe and Africa since the 15th century. Written texts in braille. 	<p>Is the student able to assess the factors which contributed to rise of the gap in development between Western Europe and Africa since the 15th century?</p>	8

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>b) assess the impact of the rise of the gap in development between Western Europe and Africa.</p>	<p>i) The teacher to invite a guest speaker to explain and assess the impact of the rise of the gap in development between Western Europe and Africa since the 15th century.</p> <p>ii) After the talk the teacher to guide students to ask questions raised during the talk.</p> <p>iii) The teacher to guide students to make further readings and write summaries on the impact of the rise of the gap in development between Western Europe and Africa since the 15th century.</p>	<ul style="list-style-type: none"> Written texts on the impact of the rise of the gap in development between Western Europe and Africa. Written texts in braille. 	<p>Is the student able to assess the impact of the rise of the gap in development between Europe and Africa since the 15th century?</p>	
<p>3.0 PEOPLE OF AFRICAN ORIGIN IN THE NEW WORLD</p> <p>3.1 Legacy of Slavery and Slave Trade</p>	<p>By the end of this subtopic, the student should be able to:</p> <p>a) explain the concepts of slavery and slave trade.</p>	<p>i) The teacher to guide students to brainstorm the concepts of “slavery” and “slave trade”.</p> <p>ii) The teacher to guide students to identify the best points raised during the brainstorming.</p> <p>iii) The teacher guide students to make notes.</p>	<ul style="list-style-type: none"> Written texts. Written texts in braille. 	<p>Is the student able to explain the concepts of:</p> <ul style="list-style-type: none"> Slavery? Slave trade? 	15

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>b) explain the origins of slavery and slave trade;</p>	<p>i) The teacher to guide students in groups to read written texts on the origins of slavery and slave trade. ii) The teacher to guide students to conduct discussion on the reasons that led to the enslavement of African people in America and the Caribbean during the period of mercantilism. iii) The teacher to guide students to present their responses in plenary for further discussion and clarification.</p>	<ul style="list-style-type: none"> • Written texts. • Written texts in braille. 	<p>Is the student able to explain the origins of Slavery and Slave trade?</p>	
	<p>c) account for the origins, successes and problems of the people of African origin in the struggle for equality and freedom.</p>	<p>i) By using written texts the teacher to guide students in groups to read, discuss and account for the causes, successes and problems of the people of African origin in the struggle for equality and freedom focusing on following issues:- conditions of labour on the farms and in the mines. the racial issues, oppression and slavery.</p>	<ul style="list-style-type: none"> • Written texts. • Written texts in for visually impaired students. • Pictures/photos of slaves. • Pictures/photos showing aspects of the struggle for freedom. 	<p>Is the student able to account for the origins, successes and problems of the People of African origin in the struggle for equality and freedom?</p>	

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
3.2 Black Solidarity and the "Back to Africa" Movement.	By the end of this subtopic, the student should be able to: a) explain the objectives and the manifestation of Black solidarity;	ii) The teacher to provide different Pictures/photos showing the people of African origin struggling for equality and freedom to reinforce the group discussions. iii) The teacher to guide students to present their work in plenary for further discussion and clarification. i) The teacher to guide students to conduct library search on the origins and objectives of Black Solidarity. ii) The teacher to guide students to dramatize initial activities of solidarity i.e. leaders conducting meetings and spreading solidarity ideas messages. iii) Using questions and answers the teacher to guide students to derive from what they learnt from library search and from the role play the objectives and manifestation of black solidarity.	<ul style="list-style-type: none"> • Written texts. (Library). • Written texts in braille for visually impaired students. 	Is the student able to explain the objectives and manifestation of black solidarity?	21

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>b) analyse the objectives of the Back to Africa Movement.</p>	<p>i) Through library research the teacher to guide students to analyse the objectives of the "Back to Africa Movement".</p> <p>ii) The teacher to guide students in groups to discuss the objectives of the Back to Africa Movement.</p> <p>iii) The teacher to guide groups to present their work in plenary for further discussion and clarification.</p>	<ul style="list-style-type: none"> • Written texts. • Written texts in braille for visually impaired students. 	<p>Is the student able to analyse the objectives of the Back to Africa Movement?</p>	
	<p>c) explain the successes and problems of the Back to Africa Movement.</p>	<p>i) The teacher to invite a guest speaker to explain the successes and problems of the Back to Africa Movement.</p> <p>ii) The teacher to guide students to search for more knowledge to add to where the guest speaker has explained.</p> <p>iii) The teacher to culminate on the success and problems of the Back to Africa Movement.</p> <p>iv) The teacher to guide students in a plenary discussion on the successes and problems of Back to Africa.</p>	<ul style="list-style-type: none"> • Written sources. • Written sources in braille. 	<p>Is the student able to explain success and problems of the Back to Africa Movement?</p>	

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
3.3 The Civil Rights Movement.	d) assess the relationship between the Back to Africa movement, Black Solidarity and Pan Africanism.	i) The teacher to guide students in groups to conduct a library research on the following: <ul style="list-style-type: none"> • Back to Africa Movement • Black Solidarity • Pan-Africanism. ii) The teachers to guide students to conduct a plenary discussion on the relationship between the Back to Africa movement, Black Solidarity and Pan Africanism.	<ul style="list-style-type: none"> • Written sources. • Written sources in braille for visually impaired students. 	Is the student able to assess the relationship between the Back to Africa movement, Black Solidarity and Pan Africanism?	14
	By the end of this subtopic, the student should be able to:	i) The teacher to guide students to brainstorm the concept Civil Rights Movement. ii) Using written texts the teacher to guide students in groups to identify and summarize key points on the concept.	<ul style="list-style-type: none"> • Written texts on the Civil Rights Movement. • Written texts on Civil Rights in braille for visual impaired students. 	Is the student able to explain the concept of Civil Rights Movement?	
	b) analyse the causes and objectives of the Civil Right Movement.	i) Using written texts the teacher to guide students in groups to analyse the causes and objectives of the Civil Rights Movement. ii) The teacher to guide students in their discussions insisting on the civil and economic conditions	<ul style="list-style-type: none"> • Written texts on the causes and objectives of the Civil Right Movement • Written texts in braille for visually impaired students. 	Is the student able to analyse the causes and objectives of the Civil Rights Movement?	

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		of the people of African origin in the USA and the Caribbean i.e. struggle against racism, slavery, poor working conditions and all other forms of social injustice. iii) The teacher to guide students present their work in plenary for further discussion and clarification to present.			
	c) account for the achievements and problems of the Civil Rights Movement.	i) The teacher to guide students to read written texts on the achievements and problems of the Civil Rights Movement. ii) In plenary discussion, the teacher to guide groups presents their work for further discussion and clarification.	<ul style="list-style-type: none"> Written texts on the achievements and problems of the Civil Rights Movements. Written texts in braille for visually impaired students. 	Is the student able to account for the achievements and problems of the Civil Rights Movement?	
4.0 FROM COLONIALISM TO THE FIRST WORLD WAR (1880s – 1914) 4.1 The Colonial State.	By the end of this subtopic, the student should be able to: a) explain the concept of colonial state;	i) The teacher to guide students to brainstorm the meaning of colonial state. ii) The teacher to guide students to identify the best points raised during the brainstorming and make notes.	<ul style="list-style-type: none"> Written texts Written texts in braille for vision impaired students. 	Is the student able to explain the concept of colonial state?	7

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	b) discuss the objectives, nature and functions of the colonial state.	<ul style="list-style-type: none"> i) Using written texts the teacher to guide students in groups to discuss the objectives, nature and functions of the colonial state. ii) The teacher to guide students in groups present their responses in class for further discussion, clarification and enrichment on the objectives, nature and functions of a colonial state. iii) Through the debate the teacher and students to conclude on the nature and character of the colonial state. 	<ul style="list-style-type: none"> • Written texts on the objectives, nature and functions of the colonial state. • Written texts in braille for visual impaired students. 	Is the student able to discuss the objectives, nature and functions of the colonial state?	
4.2 Reasons for the adoption of various colonial agricultural systems.	<p>By the end of this subtopic, the student should be able to:</p> <ul style="list-style-type: none"> a) assess the significance of agriculture in the colonial economy. 	<ul style="list-style-type: none"> i) Using written texts and pictures/photos of big farms the teacher to guide students in groups to collect information on the reasons for the introduction of the agricultural economy in colonies to derive examples from their areas and discuss the significance of agriculture in the colonial economy. ii) The teacher to guide students to present their work in plenary for further clarification. 	<ul style="list-style-type: none"> • Written texts on colonial agricultural systems • Braille texts • Pictures/photos • Tactile pictures for visual impaired students. 	Is the student able to assess the significance of agriculture in the colonial economy?	13

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>b) analyse factors which determined the introduction of different systems of agriculture in the colonies.</p>	<p>i) Through a library research the teacher to guide students in groups to collect information on the factors which determined the introduction of different systems of agriculture. ii) The teacher to guide the groups to present their research findings in plenary for further discussion and clarification.</p>	<ul style="list-style-type: none"> • Written texts. • Braille texts. 	<p>Is the student able to analyse factors which determined the introduction of different colonial agricultural systems in the colonies?</p>	
<p>5.0 COLONIAL ECONOMY AND SOCIAL SERVICES AFTER THE 2ND WORLD WAR 5.1 Changes in Colonial Agriculture.</p>	<p>By the end of this subtopic the student should be able to:</p> <p>a) analyse agricultural policies and strategies undertaken to improve agricultural production in the colonies during and after the Second World War.</p>	<p>i) Using a concept map the teacher to guide students to elaborate on the social and economic effects of the second world war on Europe. ii) Using written texts the teacher to guide students in groups to discuss different measures undertaken by various European powers in the colonies to effect changes in the agricultural sector. iii) The teacher to guide students to present their responses in plenary for further discussion and clarification.</p>	<ul style="list-style-type: none"> • Written texts on colonial economy and social services. • Written texts in braille for visual impaired students. 	<p>Is the student able to analyse agricultural policies and strategies undertaken to improve agricultural production in the colonies during and after the Second World War?</p>	22

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	b) analyse the various development schemes undertaken in the colonies.	i) The teacher to guide students to brainstorm the various development schemes introduced in the colonies. ii) Using written texts and concrete examples the teacher to guide students in groups to analyse the achievements and problems of the agricultural schemes. iii) Groups to present their findings in plenary for further discussion and clarification.	<ul style="list-style-type: none"> Written texts. Written texts in Braille for visual impaired students. 	Is the student able to analyse the development schemes undertaken in the colonies?	
	c) explain the objectives of introducing progressive or master farmers.	i) The teacher to invite a guest speaker to explain the objectives of colonial governments in introducing progressive or master farmer. ii) After the talk, the teacher to guide students to ask questions for further clarifications.	Written texts on colonial governments Written texts in braille for visual impaired students.	Is the student able to explain the objectives of introducing Progressive or Master farmers?	
	d) discuss the reasons for introducing cooperatives and marketing boards.	i) The teacher to guide students to read written texts in groups on the reasons for introducing co-operative unions and marketing boards.	A cooperative union or marketing board office.	Is the student able to discuss the reasons for introducing cooperatives and marketing boards?	

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5.2 Changes in Colonial Industrial Policies.		<p>ii) Through gallery walk, the teacher to guide students in groups to present in class and discuss their findings.</p> <p>iii) The teacher to guide students to conduct a study visit to a nearby co-operative union to consolidate knowledge gained in the class.</p>			
	<p>By the end of this subtopic the student should be able to:</p> <p>a) analyse changes in industrial policies during and after the 2nd world war.</p>	<p>i) Using written texts the teacher to guide students in groups to analyse changes in colonial industrial policies during and after Second World War.</p> <p>ii) The teacher to guide students to present their responses in plenary for further discussion, clarification and enrichment.</p>	<ul style="list-style-type: none"> • Written texts on colonial industrial policies. • Braille texts. 	<p>Is the student able to analyse changes in industrial policies during and after the Second World War?</p>	9
	<p>b) explain the factors that influenced the choice and location of colonial industries.</p>	<p>i) The teacher to guide the students brainstorm on types of industries established in colonies.</p> <p>ii) In groups the teacher to guide students to explain factors influencing the choice of location of industries.</p>	<ul style="list-style-type: none"> • Written texts. • Braille texts. 	<p>Is the student able to explain the factors that influenced the choice of the location of the industries?</p>	

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5.3 Changes in Colonial Trade.	By the end of this subtopic the student should be able to: a) describe changes in colonial trade after 1945.	iii) Using written texts the teacher to guide groups of students to identify examples of the industries established in the colonies. iv) Groups to present their findings in plenary for further discussion and Clarification. i) The teacher to invite a guest speaker to describe the role of trade in the colonial economy, its patterns and structure after 1945. ii) The teacher to guide students individually to culminate by describing the aims and impact of changes that took place after 1945.	<ul style="list-style-type: none"> Written texts on changes in colonial trade after 1945. Braille texts. 	Is the student able to describe changes in colonial trade after 1945?	5
5.4 Changes in Colonial Labour Policies.	By the end of this subtopic the student should be able to: a) analyse reasons for the expansion of labour and increase in labour migration after 1945.	i) Using written texts the teacher to guide students in groups to analyse reasons for the expansion of labour and increase in labour migration. ii) The teacher to guide students to present their responses in plenary for further analysis and clarifications.	<ul style="list-style-type: none"> Written texts on colonial labour. Written texts in Braille for visual impaired students. 	Is the student able to analyse reasons for the expansion of labour and increase in labour migration after 1945?	16

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	b) explain the rise, characteristics and consolidation of workers' movement after 1945.	<p>i) Through library research the teacher to task individual students to search for the rise characteristics and consolidation of workers' movement after 1945 basing on the rise and characteristics of trade Unions.</p> <p>ii) The teacher to guide each group to discuss their responses ready for presentation.</p> <p>iii) The teacher to guide the groups to present in class their responses for clarification and enrichment.</p>	<ul style="list-style-type: none"> • Written texts on colonial labour movements after 1945. • Braille texts. 	Is the student able to explain the rise, characteristics and consolidation of Worker's Movement after 1945?	
5.5 Changes in Colonial Transport and Communication.	<p>By the end of this subtopic the student should be able to:</p> <p>a) explain the expansion in the transportation and communication systems.</p>	<p>i) The teacher to guide students to read written texts on the changes in colonial transportation and communication systems after 1945.</p> <p>ii) The teacher to guide students in groups to discuss the individual findings and prepare themselves to present their responses.</p>	<ul style="list-style-type: none"> • Written texts. • Written texts in braille text. • Map of Africa showing the expansion of colonial infrastructure after 1945. • Tactile maps for visual impaired students. 	Is the student able to explain the expansion of colonial transport and communication systems?	18

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		<p>iii) The teacher to guide groups of students to present their responses in plenary for further discussions and clarifications.</p> <p>i) The teacher to invite a guest speaker to discuss and present on the impact of the expansion of colonial transport and communication on colonial economy.</p> <p>ii) After the presentation the teacher to guide students ask questions on the issues raised.</p> <p>iii) The teacher to guide students individually to read written texts to consolidate knowledge gained from the guest speaker and make their notes.</p>	<ul style="list-style-type: none"> • Written texts • Written texts in braille. 	<p>Is the student able to assess the impact of the expansion of colonial transport and communication systems in the colonies after 1945?</p>	
5.6 Changes in Social Services Policies.	<p>By the end of this sub topic the student should be able to:</p> <p>a) explain the changes and objectives of expanding colonial education at different levels.</p>	<p>i) The teacher to assign different tasks to groups of students i.e. each group to discuss objectives of colonial education, objectives of expanding education and its impact to the colonies at different levels;: Primary, secondary and higher education since 1945.</p>	<ul style="list-style-type: none"> • Written texts on colonial social services. • Written texts in Braille for visual impaired students. 	<p>Is the student able to explain the changes and objectives of expanding colonial education at different levels?</p>	24

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
		ii) The teacher to guide students present their work in plenary for further discussion and clarification.			
	b) describe reasons of expanding health services, housing and water supply.	<p>i) Using written texts the teacher to guide students in groups to describe:-</p> <ul style="list-style-type: none"> • how was the health service, housing and water supply managed before 1945. • effects to these sectors during 1945. • reasons for expanding health services, housing and health services and water supply services. <p>ii) The teacher to guide students present their work in plenary for further discussion and clarification.</p>	<ul style="list-style-type: none"> • Written texts on the provision of health, housing and water supply services after 1945. • Written texts in braille. 	Is the student able to describe reasons of expanding health, housing and water supply services?	
	c) discuss changes which took place in health, housing and water supply services, after 1945?	<p>i) The teacher to invite a guest speaker to discuss on the changes which took place in social services focusing on:</p> <ul style="list-style-type: none"> • pattern of distribution of social services in the colonies. 	<ul style="list-style-type: none"> • Written texts. • Written texts in braille. 	Is the student able to discuss changes which took place in health, housing and water supply services after 1945?.	

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6.0 INFLUENCE OF EXTERNAL FORCES AND THE RISE OF NATIONALISM AND THE STRUGGLE FOR INDEPENDENCE 6.1 Impact of Peace Settlement (Versailles Treaty 1919) after the First World War.	By the end of this subtopic the student should be able to: <ul style="list-style-type: none"> explain the role of the principle of Self-Determination in the development of nationalism and the struggle for independence and their nationalist countries involved. 	<ul style="list-style-type: none"> types of social services offered during this period. relationship between the changes and the development of the colonial economy. ii) The teacher to conduct a plenary discussion to culminate what an invited guest speaker has discussed.	<ul style="list-style-type: none"> Written texts on Versailles Peace Settlement and the role of the Principle of Self Determination. Same written texts in braille. 	Is the student able to explain the role of the Principle of Self Determination in the development of nationalism and the fight for African independence and their nationalist countries involved.	11

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6.2 Pan African Movement.	<p>By the end of this sub topic the student should be able to:</p> <p>a) analyse the role of Pan African Conferences in the development of nationalism and the struggle for independence in Africa.</p>	<ul style="list-style-type: none"> • The visits of the UN Decolonisation Committee to the colonies. <p>v) Students to read relevant texts in groups and write notes.</p>			
		<p>i) The teacher to guide students to brainstorm the meaning of the concept of Pan Africanism.</p> <p>ii) Students to read in groups written texts on the causes that led to the rise of the Pan African Movement.</p> <p>iii) Teacher to guide students to read in groups texts on Pan African Conferences focusing on the significance of each conference to the rise of African nationalism and nationalist struggle for independence.</p> <p>iv) Teacher to guide groups to make class presentations for further discussions, enrichment and summarizing.</p>	<ul style="list-style-type: none"> • Written texts of Pan Africanism. • Braille texts on Pan Africanism. 	<p>Is the student able to analyse the role of Pan African Conferences in the development of nationalism and the struggle for independence in Africa?</p>	12

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>b) evaluate the impact of the 1958 Accra Pan African Conference on the development of nationalism, struggle for independence and African Unity in Africa.</p>	<p>i) Teacher to guide students to read in groups written texts on the 1958 Accra Pan African Conference. ii) Students to make class presentations and the teacher to guide a class discussion on the significance of the impact of the 1958 Accra Conference. iii) Teacher and students to summarize.</p>	<ul style="list-style-type: none"> • Written texts on the 1958 Accra Pan African Conference. • Braille texts on the 1958 Accra Pan African Conference. 	<p>Is the student able to evaluate the impact of the 1958 Accra Pan African Conference on development of nationalism?</p>	
6.3 Impact of Second World War and the Subsequent Changes.	<p>By the end of this subtopic the student should be able to: a) assess the impact of the Second World War on the development of nationalism and the struggle for independence.</p>	<p>i) Using written texts the teacher to guide students in groups to read and discuss on economic situations of Western Europe after World War II. The discussion to focus on: • How the exploitation of the colonies were intensified. • Conditions of the Marshall Plan and how it was used to force the colonial powers to decolonise. • Objectives of the UNO on the self determination.</p>	<ul style="list-style-type: none"> • Written texts on the development of nationalism and the struggle for independence in Africa. • Written texts in braille. 	<p>Is the student able to assess the impact of Second World War on the development of nationalism and the struggle for independence?</p>	32

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
		Contribution of the socialist block and the USA to the anti-colonial struggle in Africa. Each group be assigned to deal with different task/issue (a - d). ii) Teacher to guide groups to present their assignment in plenary for further discussion and clarification.			
	b) explain the contribution of the economic decline of European capitalism in facilitating the decolonisation of Africa.	i) Through the question and answer method the teacher to guide students to identify possible economic effects of war. ii) Students to read texts in groups on the contribution of the decline of European capitalism in facilitating the decolonization of Africa. iii) Teacher to guide group presentations and discussions for further clarification and enrichment.	<ul style="list-style-type: none"> Written texts on the impact of the economic decline of European capitalism on decolonization. Written texts in Braille. 	Is the student able to explain the contribution of the economic decline of European capitalism in facilitating the decolonization of Africa?	
	c) evaluate the role of USSR and USA in the process of decolonisation of	i) The teacher to guide a discussion on why the USSR had great interest in the liberation of African colonies, focusing on: <ul style="list-style-type: none"> its ideological position; 	<ul style="list-style-type: none"> Written texts on the role of the US and USSR in decolonization of Africa. 	Is the student able to evaluate the role of USSR and USA in the process of	

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	Africa Nationalism and the struggle for independence.	<ul style="list-style-type: none"> the cold war interest in the weakening of imperialism. ii) Teacher to guide students to read written texts on the type of assistance the USSR provided to African liberation movements, i.e. diplomatic, military training, weapons, scholarships. iii) The teacher and students to discuss the nationalism and the struggle for independence in Africa.	<ul style="list-style-type: none"> Written texts in Braille 	decolonization of Africa? Bandung Conference to the development of Nationalism?	
6.4 Influence of the Independence of India and Burma.	By the end of this subtopic the student should be able to: a) evaluate the contribution of the independence of India and Burma to the development of African. b) nationalism and the struggle for independence.	i) The teacher to guide students in groups to explain the degree of the development of independence movements in India and Burma prior and during the Second World War. ii) The teacher to conduct a discuss on how ideas on the nationalist struggle for independence in India and Burma influenced African nationalism.	<ul style="list-style-type: none"> Written texts on the independence struggle in of India and Burma. Braille texts. 	Is the student able to evaluate the contribution of the independence of India and Burma to the development of African nationalism and the struggle for independence?	6

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
7.0 POLITICAL ANECONOMIC DEVELOPMENT IN TANZANIA SINCE INDEPENDENCE	By the end of this subtopic the student should be able to: a) discuss constitutional changes in Tanzania since independence.	i) Teacher to guide students to read and discuss in groups constitutional changes since independence. ii) Teacher to guide students to discuss about constitutional changes in Tanzania. iii) Groups to present their task in class for further discussion and clarification.	<ul style="list-style-type: none"> Relevant texts on constitutional changes in Tanzania. Braille texts on constitutional changes. 	Is the student able to discuss the Constitutional changes in Tanzania since independence?	6
7.1 Political Development in Tanzania Since Independence.	b) discuss the impact/significance of the constitutional changes to the political development of Tanzania.	Teacher to conduct a plenary discussion for students to discuss the significance of the constitutional changes.	<ul style="list-style-type: none"> Different government notes and texts circulars on the changes of the Constitution. Braille texts. 	Is the student able to discuss the significance of the Constitutional changes in Tanzania?	
7.2 Economic Development in Tanzania Since Independence.	By the end of this subtopic the student should be able to: a) explain the economic situation of Tanganyika at independence.	i) Teacher to guide student to read and discuss in groups texts on the economic situation in Tanganyika at independence. ii) The teacher to guide students to discuss the economic situation of Tanganyika at independence and present their work inplenary for further discussion.	<ul style="list-style-type: none"> Texts on the economic situation in Tanganyika at independence. Braille texts. 	Is the student able to explain the economic situation of Tanganyika at independence?.	21

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>b) analyse the implementation of major economic programs between 1962 – 1966 and their impact.</p>	<p>i) Students to read texts on economic programs of Tanzania between 1962–1966 (The first five year Plan). ii) Teacher to guide students to hold a class discussion on the 1962–1967 Development Plan with a focus on its achievement and challenges.</p>	<p>The Five-Year Development Plan for 1962 - 1967</p>	<p>Is the student able to analyse the 1962 – 1967 Development Plan?</p>	
	<p>c) analyse the major economic changes after the Arusha Declaration (of 1967 up to 1991) and their impact.</p>	<p>i) The teacher to guide students to read in groups on the economic aspects of the Arusha Declaration. ii) The teacher to guide class discussion to analyse the post Arusha Declaration economic changes.</p>	<ul style="list-style-type: none"> • Texts on the Arusha Declaration • Braille texts on the Arusha Declaration. 	<p>Is the student able to analyse the major economic changes after the Arusha Declaration?</p>	
	<p>d) analyse challenges to Tanzania's economic development and suggest ways of overcoming them.</p>	<p>i) Teacher to guide students to discuss in groups the challenges to Tanzania's economic development and propose ways of overcoming them. ii) Teacher to guide students to make class presentations for more discussion, clarification and enrichment.</p>	<ul style="list-style-type: none"> • Written texts on Tanzania economic development. • Braille texts. 	<p>Is the student able to analyse challenges to economic development in Tanzania and make suggestions on their solutions?</p>	

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
7.3 Educational Development in Tanzania after Independence.	By the end of this subtopic the student should be able to: a) describe colonial educational policies and their effects in Tanzania up to 1961.	i) Teacher to guide students to read texts and discuss in groups about educational policies during the colonial era. ii) Students to make class presentations for more discussions, clarifications and enrichment.	<ul style="list-style-type: none"> Written texts on colonial educational policies. Braille written on colonial educational policies 	Is the student able to describe colonial educational policies?	21
	b) analyse educational policy changes in Tanzania between 1962 - 1967.	i) Students to read texts in groups on educational policy changes in Tanzania between 1962 – 1967. ii) The teacher to guide students analyse changes in educational policy between 1962 – 1967 and present in plenary for further discussion and analysis.	<ul style="list-style-type: none"> Texts on educational policy changes in Tanzania between 1962 – 1967 Braille written texts on the above. 	Is the student able to analyse educational policy changes in Tanzania between 1962 – 1967?	
	c) analyse the philosophy of Educational for Self-Reliance 1967–1985.	i) Teacher to guide students to read and analyse in groups the philosophy of Education for Self-Reliance and make and analysis. ii) The teacher to guide groups to present their work for further discussion.	<ul style="list-style-type: none"> Texts on education for Self-Reliance. Braille texts on the philosophy of Education for Self-Reliance. 	Is the student able to analyse the policy of educational for Self-Reliance?	

TOPIC/SUBTOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	d) assess changes in the educational policies from the failure of the policy of Education for Self Reliance (1985).	i) Teacher to guide students to discuss in groups prepared questions on specific areas of educational policy after the abandonment of the policy of Self Reliance. ii) Teacher to guide class discussion to assess changes in educational policy from the time of the demise of the Arusha Declaration.	Educational and Training Policy 1995. Braille text Educational circulars.	Is the student able to assess the changes in educational philosophy after the failure of the Arusha Declaration? (from 1985)?	
7.4 Challenges to Development.	By the end of this subtopic the student should be able to: a) analyse the major hurdles to development in Tanzania. b) propose ways of overcoming the hurdles to development.	i) Teacher to guide group discussions to identify major hurdles to development. ii) Teacher to guide students to discuss and identify major hurdles to development in Tanzania. i) The teacher to guide group discussion on one assigned major hurdle to development for each group. Students be guided to propose ways of overcoming the hurdles to development. ii) Groups to make presentation in the class for further discussion, clarifications and enrichment.	<ul style="list-style-type: none"> Written texts on the hurdles to development in Tanzania Braille texts Written texts on the development in Tanzania Written texts in Braille on the development in Tanzania 	Is the student able to analyse the major hurdles to development in Tanzania? Is the student able to propose ways of overcoming the hurdles to development?	13

FORM VI

Class level Competences

By the end of Form Six, students should have the ability to:

1. Demonstrate an understanding of the factors which led to the rise of capitalism in Europe and assess the impact of industrial Revolution in Europe and Africa.
2. Understanding the factors for the rise of Democracy in Europe.
3. Demonstrate the relationship between the rise of European Imperialism and the territorial division of the World.
4. Demonstrate an understanding of the emergence of Dictatorships in Germany, Italy and Japan and their impact.
5. Demonstrate an understanding of the rise and development of the socialist theory and assess its impact.
6. Understand reasons for the rise and manifestations of USA's imperialism as the leading capitalist power after 1945.
7. Demonstrate the threats to World Peace after the Second World War.
8. Demonstrate the of manifestations of Neo-colonialism and the underdevelopment of Third World Countries.

Class level Objectives

By the end of Form Six students should be able to:

- a) Analyse factors which led to the rise of capitalism in Europe and assess the impact of industrial Revolution in Europe and Africa.
- b) Assess the factors for the rise of Democracy in Europe.
- c) Explain the relationship between the rise of European Imperialism and the territorial division of the World.
- d) Analyse the factors for rise of Dictatorships in Germany, Italy and Japan and their impact.
- e) Account for the rise and development of the socialist theory and assess its impact.
- f) Explain the rise and manifestations of USA's imperialism as the leading capitalist power after 1945.
- g) Assess the factors leading to threats of Peace in the world after the Second World War.
- h) Explain the problems of Neo-colonialism and underdevelopment and various manifestations in the Third World Countries.

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
<p>1.0 RISE OF CAPITALISM IN EUROPE</p> <p>1.1 Transition from Feudalism to Agrarian Revolution.</p>	<p>By the end of this subtopic the student should be able to:</p> <p>a) analyse problems that faced agriculture in Europe under the open field system.</p>	<p>i) The teacher to guide students to conduct library research on the problems which faced agriculture in Europe under the open field system.</p> <p>ii) The teacher to guide students in groups to share and discuss the individual findings on the problems which faced agriculture in Europe under the open field system.</p> <p>iii) The teacher to guide the students in groups to present in class their findings for further discussion, clarification and enrichment.</p>	<ul style="list-style-type: none"> Written texts on problems which faced agriculture under open field system in Europe. Written texts in Braille for the visually impaired students. 	<p>Is the student able to analyse problems which faced agriculture in Europe under the open field system?</p>	<p>24</p>
	<p>b) explain the reasons why the Enclosure system was adopted and the open field system discarded.</p>	<p>i) Using Think-Pair-Share technique, the teacher to guide the students to explain the reasons for the introduction of the enclosure system.</p>	<ul style="list-style-type: none"> Written texts on the adoption of enclosure system and the discernment of open field system. 	<p>Is the student able to explain the reasons why the enclosure system was adopted and the open field system discarded?</p>	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
	<p>ii) The teacher to guide students in groups to conduct class discussion for clarification and enrichment.</p> <p>i) The teacher to guide students in groups to conduct a library research on the impact of the introduction of the enclosure system on the development of agriculture, science and technology.</p> <p>ii) The teacher to guide students to in groups to discuss their findings from the library research.</p> <p>iii) The teacher to guide the students in groups to present their responses in plenary for discussion and clarification.</p>	<p>ii) The teacher to guide students in groups to conduct class discussion for clarification and enrichment.</p> <p>i) The teacher to guide students in groups to conduct a library research on the impact of the introduction of the enclosure system on the development of agriculture, science and technology.</p> <p>ii) The teacher to guide students to in groups to discuss their findings from the library research.</p> <p>iii) The teacher to guide the students in groups to present their responses in plenary for discussion and clarification.</p>	<ul style="list-style-type: none"> • Written texts in braille. • Written texts on the impact of the introduction of enclosure system. • Texts in braille. 	<p>Is the student able to assess the impact of the enclosure system on:</p> <ul style="list-style-type: none"> • Agriculture? • Science and technology? 	

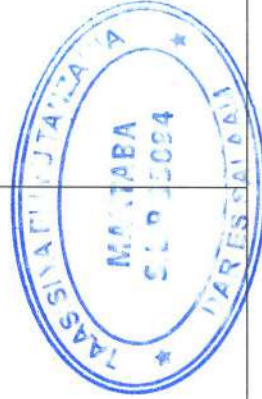
TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
	d) describe how the agrarian revolution led to the growth of capitalism in Europe.	i) The teacher to guide students to brainstorm on how agrarian revolution facilitated the growth of capitalism in Europe. ii) The teacher to guide the students to identify the best responses raised. iii) The teacher to guide the students through class discussion to clarify and enrich the responses raised.	<ul style="list-style-type: none"> • Written texts on agrarian revolution. • Braille texts on the same. 	Is the student able to describe how the agrarian revolution led to the growth of capitalism in Europe.	
1.2 Rise of Mercantilism.	By the end of this subtopic, the student should be able to: a) explain the concept of mercantilism and its characteristics.	i) The teacher to guide individual students to conduct library research on the concept of mercantilism and its characteristics. ii) The teacher to guide students in groups to present and discuss individual findings and write summaries of major issues for presentation in class.	<ul style="list-style-type: none"> • Written texts on the concept and characteristics of mercantilism. • Wall map of the world. • Written texts in braille. • Tactile map of the world for the visually impaired students. 	Is the student able to explain: <ul style="list-style-type: none"> • The concept of mercantilism? • The characteristic of mercantilism? 	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
		iii) The teacher to guide the groups to present their findings in class for discussion, clarification and enrichment. iv) Using wall maps the teacher to guide students to draw a sketch map of the world showing the European merchant nations and their colonies in the Americas, Asia and the Far East.			21
	b) discuss the causes of evolution, cause and impact of merchantilism on Europe, America, the Caribbeans and Africa.	i) The teacher to guide the students in groups to read written texts and discuss the causes of evolution, cause and impact of merchantilism on Europe, America, the Caribbeans and Africa. ii) The teacher to guide groups to present their findings on the causes of evolution, and impact of merchantilism on Europe America and Africa.	<ul style="list-style-type: none"> Written texts on the causes evolution, cause and impact of merchantilism. Written texts in braille. 	Is the student able to explain the: <ul style="list-style-type: none"> Evolution of merchantilism? Cause of merchantilism? Impact of merchantilism on Europe, America and Africa? 	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
		iii) During the plenary discussion the teacher to aid the discussion by recapitulating and bringing the session to an end, noting points of agreement and disagreement.			
	c) assess the contribution of merchantilism to the rise of capitalism in Europe.	i) The teacher to guide the students to do a project work on the contribution of merchantilism to the rise of capitalism in Europe. ii) Through the project assignment teacher to guide the students plan, carry out research, log and analyse data. iii) The teacher to guide the students in groups present their findings for discussion, clarification and enrichment.	<ul style="list-style-type: none"> • Written texts on the contribution of merchantilism to the rise of capitalism in Europe. • Written texts in braille. 	Is the student able to assess the contribution of merchantilism to the rise of capitalism in Europe?	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
1.3 Africa's Contribution to the Development of Capitalism in Europe and North America.	By the end of this subtopic, the student should be able to: a) discover conditions which forced European merchants capture slaves from Africa to America and the Carribeans.	i) The teacher to guide the students in groups to read written texts on the conditions which made European merchants to come to Africa to get slaves and take them to the Americas and the Carribeans. ii) The teacher to guide students in groups to discuss the information collected on the conditions which made European merchants to come to Africa and capture slaves. iii) The teacher to guide the groups to present in Plenary their group findings for further discussion, clarification and enrichment. iv) The teacher to distribute pictures showing African slaves and European farmers in plantations for students to make descriptions.	<ul style="list-style-type: none"> • Written texts on Africa's contribution to the development of capitalism in Europe and North America. • Written texts in braille. • Picture showing African slaves and European plantations working in a sugar plantation in the Caribbean's. • Tactile pictures for the visual impaired students. 	Is the student able to discover the conditions which made European merchants to come to Africa and capture slaves?	20

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
	<p>b) analyse the trading relations between Africa, Europe and America during the era of merchantilism and their impact on Africa, Europe and North America.</p>	<p>i) Through library research, the teacher to guide students individually collect information on the trading relations between Africa, Europe and America during the era of merchantilism and their impact.</p> <p>ii) The teacher to guide students in groups to share and discuss the individual findings on the trading relations between Africa, Europe and America and their impact.</p> <p>iii) Using world wall map showing major trade routes of Atlantic slave trade the teacher to guide the groups to present their responses in class for further discussion, clarification and enrichment.</p>	<ul style="list-style-type: none"> Written texts on trading relations between Africa, Europe and America. Written texts in braille. Wall world map showing the major trade routes during the Atlantic slave trade. Tactile map for the visual impaired students. 	<p>Is the student able to analyse the trading relations between Africa, Europe and America and their impact on Africa, Europe and North America?</p>	



TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
<p>1.3 Africa's Contribution to the Development of Capitalism in Europe and North America.</p>	<p>By the end of this subtopic, the student should be able to:</p> <p>a) discover conditions which forced European merchants capture slaves from Africa to America and the Carribeans.</p>	<p>i) The teacher to guide the students in groups to read written texts on the conditions which made European merchants to come to Africa to get slaves and take them to the Americas and the Carribeans.</p> <p>ii) The teacher to guide students in groups to discuss the information collected on the conditions which made European merchants to come to Africa and capture slaves.</p> <p>iii) The teacher to guide the groups to present in Plenary their group findings for further discussion, clarification and enrichment.</p> <p>iv) The teacher to distribute pictures showing African slaves and European farmers in plantations for students to make descriptions.</p>	<ul style="list-style-type: none"> • Written texts on Africa's contribution to the development of capitalism in Europe and North America. • Written texts in braille. • Picture showing African slaves and European plantations working in a sugar plantation in the Caribbean's. • Tactile pictures for the visual impaired students. 	<p>Is the student able to discover the conditions which made European merchants to come to Africa and capture slaves?</p>	<p>20</p>

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
	<p>b) analyse the trading relations between Africa, Europe and America during the era of merchantilism and their impact on Africa, Europe and North America.</p>	<p>i) Through library research, the teacher to guide students individually collect information on the trading relations between Africa, Europe and America during the era of merchantilism and their impact.</p> <p>ii) The teacher to guide students in groups to share and discuss the individual findings on the trading relations between Africa, Europe and America and their impact.</p> <p>iii) Using world wall map showing major trade routes of Atlantic slave trade the teacher to guide the groups to present their responses in class for further discussion, clarification and enrichment.</p>	<ul style="list-style-type: none"> • Written texts on trading relations between Africa, Europe and America. • Written texts in braille. • Wall world map showing the major trade routes during the Atlantic slave trade. • Tactile map for the visual impaired students. 	<p>Is the student able to analyse the trading relations between Africa, Europe and America and their impact on Africa, Europe and North America?</p>	



TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
		iv) The teacher to guide students identify trade routes through a wall world map.			
	c) relate the exploitation of African slave labour in the Americas and Caribbeans with the development of Capitalism in Europe and North America.	i) The teacher to guide students to brainstorm on how the exploitation of African slave labour contributed to the development of capitalism in Europe and North America. ii) The teacher to guide students identify the best responses raised during the brainstorming. iii) The teacher to guide the students through class discussion to clarify and enrich the responses raised.	<ul style="list-style-type: none"> Written texts on how African labour facilitated the development of capitalism in North America and Europe. Written texts in braille. 	Is the student able to relate the development of capitalism in North America and Europe through the exploitation of African labour?	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
	<p>d) assess the economic and social reasons that led to the abolition of the Atlantic slave trade and the rise of new trading relations between Africa, Europe and North America and their impact.</p>	<p>i) The teacher to invite a guest speaker to discuss to the class on the economic and social reasons for the abolition of the Atlantic slave trade and the rise of legitimate trade between Africa, North America and Europe and their impact. ii) After the discussion the teacher to guide students to discuss further the points raised. iii) The teacher to guide the students to make further readings and summarize on the reasons for the abolition of slave trade, the legitimate trade developed between Africa, Europe and North America and their impact.</p>	<ul style="list-style-type: none"> • Written texts on the abolition of Atlantic slave trade and its impact. • Written texts in braille. 	<p>Is the student able to assess:</p> <ul style="list-style-type: none"> • Economic and social reasons for the abolition of Atlantic slave trade? • The legitimate trade relations developed between Africa North America and Europe after the abolition? • The impact of the abolition and slave trade and the legitimate trade which were developed after the abolition.? 	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
1.4 The Demographic Revolution and Scientific Revolution.	<p>By the end of this subtopic, the student should be able to:</p> <p>a) explain the meanings of demographic revolution and scientific revolution.</p>	<p>i) The teacher to guide students to brainstorm the concepts of:</p> <ul style="list-style-type: none"> • Demographic revolution • Scientific revolution <p>ii) The teacher to guide students to identify the best responses raised during the brainstorming.</p> <p>iii) The teacher to guide the students through a class discussion to clarify and enrich the responses raised.</p>	<ul style="list-style-type: none"> • Written texts on the demographic revolution and scientific revolution. • Braille texts on demographic revolution and scientific revolution. 	<p>Is the student able to explain the concepts of:</p> <ul style="list-style-type: none"> • Demographic revolution? • Scientific revolution? 	12
	<p>b) analyse the causes of Scientific revolution and Demographic revolution between 1600s and 1850s.</p>	<p>i) The teacher to guide students through question and answers technique to analyse the causes of scientific revolution and demographic revolution in Europe.</p> <p>ii) The teacher to guide students to read written texts on the causes of</p>	<p>Written texts on:</p> <ul style="list-style-type: none"> • Demographic revolution • Scientific revolution. • Written texts in Braille. 	<p>Is the student able to analyse the causes of the:</p> <ul style="list-style-type: none"> • Demographic revolution? • Scientific revolution? 	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
	<p>c) assess the impact of the Demographic revolution on the development of capitalism in Europe.</p>	<p>demographic revolution and scientific revolution in Europe. iii) The teacher to guide the students in groups to present in class their responses for further discussion, clarification and enrichment.</p>			
	<p>i) The teacher to guide the students to conduct a library research on the impact of demographic revolution and scientific revolution to the development of Capitalism in Europe. ii) The teacher to guide students in groups to share and assess the individual findings on the impact of the demographic revolution to the development of capitalism in Europe.</p>	<p>i) The teacher to guide the students to conduct a library research on the impact of demographic revolution and scientific revolution to the development of Capitalism in Europe. ii) The teacher to guide students in groups to share and assess the individual findings on the impact of the demographic revolution to the development of capitalism in Europe.</p>	<ul style="list-style-type: none"> • Written texts on the impact of demographic and scientific revolutions to the development of capitalism. • Written texts in Braille. 	<p>Is the student able to assess the impact of demographic and scientific revolutions to the development of capitalism in Europe?</p>	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
1.5 Industrial Revolution Phase I (Britain 1750 –1850) Phase II (Spread of Industrial revolution to Belgium, France, Germany, USA and Italy (1850 –1890s)	By the end of this subtopic, the student should be able to: a) explain the transition from Cottage (Put Out) System to factory System in Britain. b) assess why Britain was the first country in Europe to industrialize.	iii) The teacher to guide the groups to present in class the points shared for discussion and Clarification. i) The teacher to guide students in groups to read written sources and explain the transition from cottage (put out) system to factory system in Britain. ii) The teacher to guide the groups to present their findings in plenary for discussion, clarification and enrichment.	<ul style="list-style-type: none"> Written texts on the factors which led Britain to be the first country to achieve industrial revolution. Written texts in braille. 	Is the student able to explain the transition from cottage system to factory system in Britain?	25
		i) The teacher to guide students individually to conduct a library research on the reasons which led Britain to be the first country in Europe to achieve industrial revolution.	<ul style="list-style-type: none"> Written text on the factors which led Britain to be the first country to achieve industrial revolution. Written texts in Braille. 	Is the student able to assess why Britain was the first country in Europe to industrialize?	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
		ii) The teacher to guide students in groups to discuss individual findings and summarize major issues. iii) The teacher to guide the students to present groups' summaries in plenary for further discussion and clarification.			
	c) relate the growth of Factory System to the rise of Workers' consciousness and movements such as Luddism, Chartism and Trade Unionism in Britain.	i) The teacher to guide students in groups to conduct library research and collect information on how the rise of Luddism, Chartism and Trade Unions in Britain was related to the growth of Factory system. ii) Using gallery walk technique the teacher to guide students in groups present in class their responses for discussion, clarification and enrichment.	<ul style="list-style-type: none"> Written text on how the Factory system facilitated the rise of Workers Consciousness and Movement in Britain. Written texts in Braille. 	Is the student able to relate the rise of the Workers' Consciousness and Movements to the growth of factory system?	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
	<p>d) explain how and why industrial revolution spread to Belgium, France, Germany, USA and Italy between 1850 and 1890s and its impacts.</p>	<p>i) The teacher to guide individual students to read text on the spread of Industrial Revolution to Belgium, France, Germany and Italy. ii) Students to share their findings in groups and identify the impact of the spread. iii) The teacher to guide groups to present their answers in plenary for further discussion and clarification.</p>	<ul style="list-style-type: none"> Written texts on how the spread of industrial revolution in Europe and USA and its impacts. Written texts in Braille for the visual impaired students. 	<p>Is the student able to explain:</p> <ul style="list-style-type: none"> How and why the industrial revolution spread in Europe and USA? The impact of the spread of industrial revolution in Europe and USA? 	
	<p>e) assess how the spread of industrialization in Europe and USA led to Competitive Capitalism.</p>	<p>i) The teacher to invite a guest speaker to the spread of industrialization in Europe and USA led to competitive Capitalism between 1860s and late 1870s.</p>	<p>Written texts on how the spread of industrialization in Europe and USA led to competitive capitalism.ii) Written texts in braille.</p>	<p>Is the student able to assess how the spread of industrialization in Europe and USA led to Competitive Capitalism?</p>	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
<p>2.0 RISE OF DEMOCRACY IN EUROPE 2.1 Background to the Rise of Democracy in Europe.</p>	<p>By the end of this subtopic, the student should be able to: a) explain the principles which governed politics in Europe before the rise of democracy.</p>	<p>ii) After the talk the teacher to guide students to ask questions on the points raised during the talk. iii) The teacher to guide the students to make further readings to enrich the points raised during the talk by the guest speaker and write summaries.</p>	<ul style="list-style-type: none"> • Written texts on the Principle of Divine rule of Kings. • Written texts in braille. 	<p>Is the student able to explain the principle which governed politics in Europe before the rise of democracy?</p>	<p>8</p>

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
	<p>iii) The teacher to guide the students to make further readings to enrich the points raised during the talk by the guest speakers and write summaries.</p>	<p>iii) The teacher to guide the students to make further readings to enrich the points raised during the talk by the guest speakers and write summaries.</p>			
	<p>b) trace the rise of opposition to absolutism and divine rule in Europe.</p>	<p>i) The teacher to guide the students to read written texts on the rise of opposition to the principle of divine rule of Kings in Europe. ii) discuss the information collected from written texts. iii) The teacher to guide students in groups to present in plenary group responses for further discussion and clarification.</p>	<p>Written texts on the rise of opposition to absolutism and Written texts in braille.</p>	<p>Is the student able to trace the rise of opposition to absolutism and rule in Europe?</p>	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
2.2 The English Revolution (1640 –1689).	By the end of this subtopic, the student should be able to: a) assess the causes and aims and effects of the English revolution of 1640 and their effects.	i) The teacher to guide students individually to read written sources on the causes, aims and effects of the English Revolution of 1640. ii) The teacher to conduct a plenary discussion on the causes, aims and effects of the English revolution of 1640. iii) Using the question and answers technique, the teacher to guide the students to summarise the best responses raised.	<ul style="list-style-type: none"> Written text on the causes, aims and effects of the English Revolution of 1640. Written texts in Braille. 	<p>1. Is the student able to assess:</p> <ul style="list-style-type: none"> The causes of the English Revolution of 1640? Aims of the English Revolution of 1640? Effects of the English Revolution of 1640? 	13
	b) explain the causes and aims of the English Civil War after the 1640 revolution and its impact in Britain.	i) The teacher to guide students to conduct library research on the causes and aims of the English Civil War after 1640 revolution.	<ul style="list-style-type: none"> Written sources on the causes, aims and impact of the English Civil War after the 1640 revolution. 	Is the student able to explain the causes and aims of the English Civil War after the 1640 revolution and its impact in Britain?	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
		ii) The teacher to guide the class discussion for clarification and enrichment of major issues.	<ul style="list-style-type: none"> Written sources in Braille. 		
	c) analyse the causes and objectives of the Glorious Revolution of 1689 in Britain and its impact on the development of democracy.	i) Through question – answers technique, the teacher to guide students in groups to discuss in plenary the causes, objectives and impact of the Glorious Revolution in Britain. ii) The teacher to guide groups of students to read texts on Glorious revolution to find its causes and objectives. iii) The teacher to guide the students in groups to present in class their responses for further discussion and clarification.	<ul style="list-style-type: none"> Written sources on the Glorious revolution Written sources in Braille. 	Is the student able to analyse: <ul style="list-style-type: none"> The causes of the Glorious. Revolution of 1689? The objectives of the Glorious Revolution? The impact of the Glorious Revolution on the development of democracy? 	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
2.3 Th French Revolution (1789).	By the end of this subtopic, the student should be able to: a) explain the causes and aims of the French Revolution of 1789;	i) The teacher to guide students to conduct a library research on the causes and aims of the French Revolution of 1789. ii) The teacher to guide the students in groups to discuss information collected from the library research. iii) The teacher to guide students in groups to present in plenary groups' responses for further discussion and clarification.	<ul style="list-style-type: none"> Written texts on the causes and aims of the French Revolution (1789). Written texts in Braille. 	<p>Is the student able to explain:</p> <ul style="list-style-type: none"> The causes of the French Revolution? Aims of the French Revolution? 	9
	b) assess the contribution of the French Revolution to the development of democracy in Europe.	i) The teacher to guide students in groups to read written texts on the contribution of the French Revolution to the development of democracy in Europe.	<ul style="list-style-type: none"> Written texts on the contribution of the French Revolution to the development of democracy in Europe. Written texts in Braille. 	<p>Is the student able to assess the contribution of the French Revolution to the development of democracy in Europe?</p>	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
2.4 The 1848 Revolutions in Europe.	By the end of this subtopic, the student should be able to: a) assess the socio-economic and political conditions leading to revolutions in Austria, France, b) Hungary and the Balkan region in 1848.	ii) The teacher to guide the students in groups to discuss, clarify and enrich major issues raised on the contribution of the French Revolution to the development in Europe. i) The teacher to guide students individually to read written texts on the causes and objectives of the 1848 revolutions in Europe. ii) The teacher to guide students in groups to discuss the findings of individuals. iii) Students in groups to present in class groups' summaries for further discussion and clarifications.	<ul style="list-style-type: none"> Written sources on the causes and objectives of the 1848 revolutions in Europe. Written texts in Braille. 	Is the student able to explain: The causes of the 1848 revolutions in Europe? The objectives of the 1848 revolutions?	9

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
	<p>c) discuss the contribution of the 1848 revolutions towards the development of democracy in Europe.</p>	<p>i) The teacher to guide students individually to read written texts on the contribution of the 1848 revolutions towards the development of democracy in Europe. ii) Using a seminar technique, the teacher to guide the students discuss in plenary the contribution of the 1848 revolutions to the development of democracy in Europe. iii) During the plenary discussion the teacher to clarify and enrich points which have been agreed upon.</p>	<ul style="list-style-type: none"> • Written texts on the 1848 revolutions in Europe. • Written sources in braille. 	<p>Is the student able to: discuss the contribution of the 1848 revolutions to the development of democracy in Europe?</p>	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
<p>3.0 IMPERIALISM AND THE TERRITORIAL DIVISION OF THE WORLD</p> <p>3.1 Transition from Competitive to Monopoly Capitalism.</p>	<p>By the end of this subtopic, the student should be able to:</p> <p>a) explain competitive capitalism, monopoly capitalism and its characteristics</p> <p>b) describe the processes of transition from competitive to monopoly capitalism.</p>	<p>i) The teacher to guide students to brainstorm the concepts of:</p> <ul style="list-style-type: none"> • Competitive capitalism • Monopoly capitalism and their characteristics. <p>ii) The teacher to guide students in plenary to identify the best responses raised during the brainstorming and summarize them.</p> <p>i) The teacher to guide individual students to read written texts on the processes of the transition from competitive to monopoly capitalism.</p> <p>ii) The teacher to guide students in groups to discuss the findings of each individual student and present in class</p>	<ul style="list-style-type: none"> • Written sources on the concepts of competitive capitalism and Monopoly Capitalism. • Written sources in Braille. <ul style="list-style-type: none"> • Written texts on the Transition from competitive capitalism to monopoly capitalism. • Written texts in braille. 	<p>Is the student able to explain:</p> <ul style="list-style-type: none"> • The concept of competitive capitalism and its characteristics? • The concept of Monopoly Capitalism and its characteristics? <p>Is the student able to describe the processes of transition from Competitive to monopoly Capitalism?</p>	<p>10</p>

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
3.2 Concept of Imperialism.	By the end of this subtopic, the student should be able to: a) explain the concept of imperialism from the bourgeoisie and Marxist view.	their points for further discussion, clarification and enrichment. i) The teacher to guide students to brainstorm the concept of imperialism from the bourgeoisie and Marxist-views. ii) The teacher to guide students through class discussion to clarify and enrich the responses raised.	<ul style="list-style-type: none"> Written texts on the bourgeoisie and Marxist view Written texts in Braille. 	Is the student able to explain the concept of imperialism from the bourgeoisie and Marxist view?	6
	b) discuss the basic economic features of imperialism from the Marxist – Lenin's view.	i) The teacher to guide students to conduct library research on the economic features of imperialism from the Marxist <ul style="list-style-type: none"> Leninist view. ii) The teacher to guide students in groups to discuss the data collected from the library research.	<ul style="list-style-type: none"> Written texts on the economic features of imperialism. Written texts in Braille. 	Is the student able to discuss the basic economic features of imperialism from the Marxist Leninist view?	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
3.3 The rise of Germany and Italy and its impact.	By the end of this subtopic, the student should be able to: a) explain the background to the Unification of Germany and Italy. b) analyse the reasons for and strategies used to achieve unification in Italy and Germany from 1848 – 1870/71.	iii) The teacher to guide students in class to present, discuss, clarify and enrich the groups' responses. i) Using written texts the teacher to guide students in groups to explain the background to the Unification of Germany and Italy. ii) The teacher to guide students in groups to conduct class discussion for further clarification and enrichment. iii) The teacher to use a map of Europe for students to see and describe areas occupied by Germany and Italy.	<ul style="list-style-type: none"> Written texts on unification of Germany and Italy. Written texts in Braille. Map of Europe showing Germany and Italy. Tactile map for the visual impaired students. 	Is the student able to explain the background to the Unification of Italy and Germany? Is the student able to analyse the reasons and strategies used to achieve Unification in Italy and Germany?	13

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
		<p>and Germany from 1848 – 1870/71.</p> <p>ii) After the talk the teacher to guide students ask questions on the points raised during the talk.</p> <p>iii) The teacher to guide the students to make further readings to enrich the points raised during the talk by the guest speaker and write summaries.</p>			
	<p>c) evaluate the impact of unification of Germany and Italy in Europe.</p>	<p>i) The teacher to guide students through question-answers to evaluate the impact of unification of Germany and Italy in Europe.</p> <p>ii) The teacher to guide students in groups to read written texts on the impact of unification of Germany and write summary.</p>	<ul style="list-style-type: none"> • Written texts on the impact of unification of Italy and Europe. • Written texts in Braille. 	<p>Is the student able to: evaluate the impact of unification of Germany and Italy in Europe?</p>	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
3.4 Manifestations of European Imperialism in the 19 th Century	By the end of this subtopic, the student should be able to: a) analyse the causes of Alliance Systems or "Armed Camps" in Europe.	iii) The teacher to guide the groups to present in plenary the information collected for further discussion, clarification and enrichment. i) The teacher to guide students to read written texts in groups on the causes of different Alliance Systems in Europe. ii) The teacher to guide students in groups to conduct a class discussion in plenary to explain how the military alliances rose in Europe was typical example of the manifestations of European Imperialism in the 19 th century. iii) The teacher to guide students to clarify and enrich major issues raised during the plenary discussion.	<ul style="list-style-type: none"> • Written texts in Braille. • Written texts on why and how the Alliance System rose. 	Is the student able to: analyse the causes of Alliance Systems or "Armed Camps in Europe?"	34

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
	<p>b) explain the causes of militarism and arms' race in Europe, in the 19th century.</p>	<p>i) The teacher to guide students through question and answers technique to explain the cause of militarism and arms race in Europe.</p> <p>ii) The teacher to guide students individually to read written texts and show how arms race and militarism were typical example of the manifestations of imperialism in Europe during the 19th century.</p> <p>iii) Through Think-Pair-Share technique the teacher to guide students in groups to discuss and clarify the individual collected information. Students to write summaries of the information discussed.</p>	<ul style="list-style-type: none"> • Written texts on militarism and arms race in Europe during the 19th Century. • Written texts in braille. 	<p>Is the student able to explain the causes of militarism and arms race in Europe in 19th Century.</p>	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
	<p>c) relate the subsequent division of the world between capitalist alliances with the development of monopoly capitalism.</p>	<p>i) The teacher to guide students in groups to read written texts on how the division of the world between capitalist alliances was related to the development of monopoly capitalism.</p> <p>ii) The teacher to guide students in groups to present in plenary and discuss their group findings for further discussion and clarification.</p>	<ul style="list-style-type: none"> • Written texts. • Written texts in braille. 	<p>Is the student able to relate the subsequent division of the world between Capitalist alliances with the development of monopoly of Capitalism?</p>	
	<p>d) explain events leading to the Berlin Congress of 1878 and the Creation of the International Court of Arbitration at the Hague in Holland.</p>	<p>i) The teacher to guide students in groups to read written texts on and explain major events and reasons leading to:</p> <ul style="list-style-type: none"> • Berlin Congress of 1878. • Creation of the International Court of arbitration at Hague in Holland. 	<ul style="list-style-type: none"> • Written texts on the Berlin Congress of 1878 and the establishment of the International Court at Hague. • Written texts in braille. 	<p>Is the student able to explain events which led to:</p> <ul style="list-style-type: none"> • Berlin Congress of 1878? • Creation of the International Court at Hague? 	

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		<p>ii) The teacher to guide students to conduct a class discussions to show how the convocation of the Berlin Congress of 1878 and the establishment of the International Court of Arbitration at Hague and were an example European Imperialism during the 19th century.</p> <p>iii) The teacher to clarify issues raised during the discussion and guide the students to take summary.</p>			
	<p>e) discuss the reasons for colonial rivalry in Africa, the Middle East and the Far East.</p>	<p>i) Using written texts, the teacher to guide students in groups to discuss the reasons for colonial rivalry in Africa, the Middle and Far East among the European Imperialist powers.</p>	<ul style="list-style-type: none"> • Written texts on reasons for territorial division of the world. • Written texts in braille. • Wall map of the world. 	<p>Is the student able to: discuss the reasons for colonial rivalry in Africa the Middle East and the Far East?</p>	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
<p>4.0 THE RISE OF DICTATORSHIPS IN GERMANY, ITALY AND JAPAN</p> <p>4.1 Causes of the rise of the dictatorships.</p>	<p>By the end of this subtopic, the student should be able to:</p> <p>a) explain the meaning and origins of Fascism in Germany and Japan.</p>	<p>ii) Using a wall map, the teacher to guide students identifies colonial possessions in the world in the 19th century.</p> <p>iii) The teacher to guide students in plenary discussion to clarify and enrich the reasons for colonial rivalry among European powers in the 19th century.</p>	<ul style="list-style-type: none"> Tactile map for the visual impaired students. 		
		<p>i) Using written text the teacher to guide students in groups to define and explain the origins of fascism in Germany, Italy and Japan.</p> <p>ii) The teacher to guide students in groups to present their work in plenary for further explanation and clarification.</p>	<ul style="list-style-type: none"> Written texts on the meaning and origin of fascism in German, Italy and Japan. Written texts in braille for visual impaired students. 	<p>Is the student able to explain the meaning and origins of Fascism in Germany and Japan?</p>	16

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
	b) explain the meaning and origins of Italian Fascism.	i) The teacher to guide students in groups through library research to: <ul style="list-style-type: none"> • Describe the origins of Italian fascism. • Discuss relationship between fascism and the effects of first world war. • Explain the role of Italian Fascism leaders and their impact to the movement. ii) The teacher to guide students to present their work in plenary for further explanation.	<ul style="list-style-type: none"> • Written texts on Italian fascism. • Written texts in braille for visual impaired students. 	Is the student able to explain: <ul style="list-style-type: none"> • the meaning of Italian fascism? • origins of Italian fascism? 	
	c) analyse the role of Versailles Treaty in the rise of dictatorship.	i) The teacher to guide students to brainstorm on Versailles treaty. ii) Using written texts the teacher to guide students in groups to:	<ul style="list-style-type: none"> • Written texts on Versailles Treaty, its role in the rise of fascism. • Written texts in Braille 	Is the student able to analyse the role of Versailles Treaty in the rise of dictatorship?	

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		<ul style="list-style-type: none"> • discuss the relationship between Fascism in Germany and the Post World War Versailles Agreement. • explain objectives of the Versailles Treaty. • analyse the role of Versailles Treaty in facilitating Fascism e.g. the need to suppress working class movements and communism. <p>iii) The teacher to guide students present their work in plenary for further clarification.</p>			
	<p>d) assess the influence of the Great Depression towards the rise of dictatorship governments.</p>	<p>i) The teacher to guide students brainstorm on the causes on the Great Depression.</p> <p>ii) Using written texts the teacher to guide students in groups to assess:</p>	<ul style="list-style-type: none"> • Written texts. • Written texts in Braille. 	<p>Is the student able to assess the influence of the Great Depression towards the rise of Dictatorship governments?</p>	

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4.2 Impact of the rise of dictatorship governments on world history.	By the end of this subtopic, the student should be able to: a) explain the social, political and economic impact of the rise of dictatorships of government in Germany.	<ul style="list-style-type: none"> • effects of Great Depression such as inflation and unemployment and how it lead to Fascism. • the impact of Great Depression on Germany. iii) The teacher to guide groups to present their task in plenary for further discussion.	<ul style="list-style-type: none"> • Written texts on the social, political and economic impact of the rise of dictatorships in Germany. • Braille texts on the same content. 	Is the student able to explain the impact of the rise of dictatorships in Germany in terms of: <ul style="list-style-type: none"> • Socially? • Political? • Economic? 	21

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
	<p>b) compare and contrast the internal and foreign policies of the dictatorship governments in Germany, Italy and Japan.</p>	<p>i) Using written texts the teacher to guide students in different groups to compare and contrast the internal and foreign policies of the dictatorship governments in German, Italy and Japan.</p> <p>ii) The teacher to demonstrate map of Germany, Italy and Japan for the origins and spread of dictatorship territories.</p> <p>iii) The teacher to guide students in groups to present their work in plenary for further comparison an contrasting.</p>	<ul style="list-style-type: none"> • Written texts. • Written texts in Braille. • Maps of Germany, Italy and Japan. • Tactile maps for visual impaired students. 	<p>Is the student able to:</p> <ul style="list-style-type: none"> • compare the internal and foreign policies of the dictatorship governments in Germany, Italy and Japan? • Contrast the internal and foreign policies of the dictatorship governments of Germany, Italy and Japan? 	
<p>5.0 THE RISE OF SOCIALISM 5.1 The Development of Socialist Theory.</p>	<p>By the end of this subtopic the student should be able to:</p> <p>a) establish the development of socialist thought;</p>	<p>i) Through library research the teacher to guide individual students to establish the development of socialist theory.</p>	<ul style="list-style-type: none"> • Books/text from Library on the rise of socialism. • Books in brailles 	<p>Is the student able to establish the development of socialist thoughts?</p>	11

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
	<p>b) explain the origins and features of utopian socialism;</p>	<p>ii) The teacher to guide students to join their answers in groups and present their task in plenary.</p> <p>i) Using written texts the teacher to guide students in groups to explore the origins and basis of Utopian Socialism and the development of those theories.</p> <p>ii) The teacher to guide students in groups to present their task in plenary.</p> <p>iii) The teacher to guide students to conduct a debate on: "Oppression and exploitation can be overcome through appeals to exploiters and oppressors Vs. revolution through class struggle".</p> <p>iv) The teacher to guide student to conclude features of Utopian socialism.</p>	<ul style="list-style-type: none"> • Written texts on Utopian socialism. • Written texts in Braille. 	<p>Is the student able to explain:</p> <ul style="list-style-type: none"> • Origins of Utopian Socialism? • Features of Utopian socialism? 	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
	<p>c) explain the origins and features of scientific socialism.</p>	<p>i) The teacher to invite a guest speaker to explain the origins and features of scientific socialism.</p> <ul style="list-style-type: none"> • basis of scientific socialism. • Weaknesses and strengths of scientific socialism. • Impact of scientific socialism to different countries. <p>ii) Students to read texts on scientific socialism to commence on what the invited guest speaker has said.</p> <p>iii) The teacher to conduct a plenary session and guide students to conclude and summarize.</p>	<ul style="list-style-type: none"> • Written texts on scientific socialism. • Written texts in braille for visual impaired students. 	<p>Is the student able to explain:</p> <ul style="list-style-type: none"> • Origins of scientific socialism? • Features of scientific socialism? 	

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5.2 The October Russian Revolution and its impacts on world history.	By the end of this subtopic the student should be able to: a) analyse the causes of the Russian October Revolution.	i) The teacher to guide students to read written texts on the origins and causes of the Russian Revolution. ii) The teacher to use a world map showing socialist countries by 1980s. iii) The teacher to guide students present their work indicating on a world map countries in question.	<ul style="list-style-type: none"> • Written texts in Braille. • World map of socialist countries by the 1980's. • Tactile world map for visual impaired students. • Written texts on the nature and characteristics of capitalist development in Russia and the extent of exploitation of peasant worker. 	Is the student able to analyse the causes of the Russian October Revolution?	10
	b) analyse the political and economic effects of Russian Revolution to Russia and the world.	i) Using written texts the teacher to guide students in groups to analyse the role of the workers and peasants in this revolution.	<ul style="list-style-type: none"> • Written texts • Written texts in Braille for visual impaired students. 	Is the student able to analyse: <ul style="list-style-type: none"> • Political effects of the Russian Revolution to Russia and the world? 	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
		ii) From workers and peasants' roles the teacher to guide students analyse the political and economic effects of the Revolution to Russia itself and the world. iii) The teacher to guide students present their work in plenary for further analysis and clarifications.		<ul style="list-style-type: none"> Economic effects of the Russian Revolution to Russia and the world? 	
5.3 The Chinese Communist Revolution of 1949 and its Impact on World History.	By the end of this subtopic the student should be able to: a) analyse the causes of the Chinese Communist Revolution.	i) Through library research the teacher to guide students to explain factors that gave rise to the Chinese Communist Revolution focusing on: <ul style="list-style-type: none"> socio-economic conditions before 1949. nature of the feudal dynasty and the imperialist powers. ii) The teacher to guide students present their research findings for clarifications.	<ul style="list-style-type: none"> Written texts on Chinese Revolution of 1949. Written texts in braille. 	Is the student able to: analyse causes of the Chinese Communist Revolution?	14

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
	<p>b) analyse the internal, political and economic impact of the revolution.</p>	<p>i) Using written texts the teacher to guide students to explain the political and economic development strategies initiated by the communist through the revolution.</p> <p>ii) The teacher to assign different groups to discuss the objectives and achievement of those different strategies.</p> <p>iii) Through gallery walk students to present their work for further analysis and clarifications.</p>	<ul style="list-style-type: none"> • Written texts • Written texts in braille for visual impaired students. 	<p>Is the student able to: analyse the internal, political and economic effects of the revolution?</p>	
	<p>c) discuss the regional and international impact of the revolution.</p>	<p>i) The teacher to guide students to brainstorm on current relationships between China and Tanzania.</p>	<ul style="list-style-type: none"> • Written texts • Written texts in Braille for visual impaired students. 	<p>Is the student able to: discuss the regional and international effects of the Chinese revolution?</p>	

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		ii) Using written texts the teacher to guide students to discuss the Sino-America relations since 1949 focusing on such issues as the Taiwan question, the Korean and the US versus China at the UN. iii) Groups to discuss the strategies adopted by the Chinese leadership after Mao in international relations. iv) Using knowledge gained from brainstorming the teacher to guide students in groups to collect information on the Chinese relations with the Third World on issues such as economic and military assistance/cooperation and its impact.			

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5.4 Tanzania's Socialist Experiment (1967– 1985).	By the end of this subtopic the student should be able to: a) discuss the essence of the Arusha Declaration.	v) The teacher to guide groups to present their work for further discussion and clarification. i) The teacher to guide students to brainstorm on the objectives of the Arusha Declaration. ii) The teacher to guide students to give their answers in analyzing the Arusha Declaration.	<ul style="list-style-type: none"> Written texts on Arusha Declaration Braille texts on Arusha Declaration 	Is the student able to: analyse the Arusha Declaration?	14
	b) analyse Ujamaa and Self Reliance.	i) The teacher to invite a guest speaker to analyse Ujamaa and Self-Reliance. ii) The teacher to guide students to consult written texts on Ujamaa and Self-Reliance to add from the guest speakers' presentation. iii) The teacher to conduct a plenary discussion and guide students to conclude on what the guest speaker has analyzed.	<ul style="list-style-type: none"> Written texts on Ujamaa and Self-Reliance Written texts in Braille. 	Is the student able to: analyse <ul style="list-style-type: none"> Ujamaa? Self Reliance ideology? 	

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	<p>c) evaluate the economic and political impact of the Arusha Declaration in Tanzania.</p>	<p>i) Through library research the teacher to guide each student to evaluate the economic and political effects of the Arusha Declaration on Tanzania focusing on:</p> <ul style="list-style-type: none"> • Origin and objectives of the Arusha Declaration • Practices emanated from the Arusha Declaration • Impact of Arusha Declaration on the economies and political side of Tanzania. • Current impact of the Arusha Declaration to Tanzania. <p>ii) Students to present their task in plenary for further evaluation and enrichment.</p>	<ul style="list-style-type: none"> • Written texts from library • Written texts in Braille. 	<p>Is the student able to: evaluate the economic and political effects of the Arusha Declaration?</p>	

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5.5 The Fall (Collapse) of Soviet Union and the Communist Block.	By the end of this sub topic the student should be able to: a) analyse the causes of the collapse of the Soviet Union.	i) Using written text the teacher to guide students in groups to explain the process of disintegration and collapse of Russia and the Communist Block focusing on political and economic factors. ii) The teacher to guide students present their work in plenary for further analysis.	<ul style="list-style-type: none"> Written texts on East-west relations Written texts in Braille. 	Is the student able to analyse causes to the collapse of the Soviet Union?	8
	b) analyse the political and economic impact of the collapse on East-west relations and on the third world.	i) The teacher to guide students into group and assign them a task to work on it; i.e. one group to analyse the impact on the East-West relations, and the other group to analyse the impact on the third world. ii) The teacher to guide students to present their work in plenary for further analysis.	<ul style="list-style-type: none"> Written texts from library. Written texts in Braille. 	Is the student able to: <ul style="list-style-type: none"> analyse the political and economic impact of the collapse on East-west relations? analyse the political impact of the collapse on the third world? 	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
6.0 EMERGENCE OF USA AS A NEW CAPITALIST SUPER POWER 6.1 Decline of European Capitalism.	By the end of this sub topic the student should be able to: a) assess the factors which led to the decline of European capitalism.	i) Through library research the teacher to guide students to assess the factors which led to the decline of European Capitalism. ii) The teacher to guide students to present their work in plenary for further assessing and clarification.	<ul style="list-style-type: none"> Written texts from library Written texts in Braille. 	Is the student able to assess factors that led to the decline of European Capitalism?	5
	b) explain the impact of the Decline of European Capitalism.	From the factors of decline discussed before the teacher to conduct a plenary discussion and uses questions and answers for students to explain the impact of the decline to European capitalism.	<ul style="list-style-type: none"> Written texts on the impact of the Decline of European Capitalism Written texts in Braille 	Is the student able to explain the impact of the Decline of European Capitalism?	
6.2, Factors leading to the rise of USA Capitalism	By the end of this subtopic the student should be able to: a) explain the background to the rise of USA capitalism.	i) The teacher to guide students in groups through written texts to explain the background to the rise of USA capitalism.	<ul style="list-style-type: none"> Written texts from library Written texts in braille. 	Is the student able to explain the background to the rise of USA capitalism?	20

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		ii) Through gallery walk students to present their work for further discussion and clarifications.			
	b) assess the impact of the rise of USA's capitalism in the World.	i) The teacher to invite a guest speaker to assess the impact of the rise of USA's capitalism in the world. ii) Students to summarize by the guidance of the teacher.	<ul style="list-style-type: none"> • Written texts • Written texts in Braille. 	Is the student able to assess the impact of the rise of USA's capitalism in the World?	
6.3 USA's Economy between 1914 and 1949.	By the end of this subtopic the student should be able to: a) analyse the factors leading to great boom of the 1920s and its subsequent impact in USA.	i) Using written texts the teacher to guide students in groups to analyse the factors leading to great boom of 1920's and its impact in USA. ii) The teacher to guide students to present their work in plenary for further analysis and clarification.	<ul style="list-style-type: none"> • Written texts in Braille for visual impaired students. • Written texts on USA's economy. 	Is the student able to analyse factors that led to great boom of 1920s and its subsequent impact in USA?	24

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
	b) explain the New Deal and its aims and impact during the Great Depression.	i) The teacher to guide individual students to conduct a mini research on the New Deal and its impact during Great Depression. ii) The teacher to provide photos/pictures of the Tennessee valley economic activities and its compositions for students observation. iii) The teacher to guide students present their research findings in plenary for further clarification.	<ul style="list-style-type: none"> • Written texts in Braille for visual impaired students. • Written texts. • Photos/pictures of the Tennessee River Valley, activities. • Tactile pictures for visual impaired 	Is the student able to: <ul style="list-style-type: none"> • explain aims of the New Deal during Great Depression? • explain the impact of the New Deal during the Great Depression? 	
	c) assess the position of American economy during and after the Second World War.	i) The teacher to invite a guest speaker to assess the position of American economy during and after the Second World War.	<ul style="list-style-type: none"> • Written texts in braille for visual impaired students. • Written texts. 	Is the student able to assess: <ul style="list-style-type: none"> • position of American economy during 2nd World War? 	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
6.4 US Relations with Japan.	<p>By the end of this subtopic the student should be able to:</p> <p>a) explain the relations which developed between USA and Japan after the Second World War.</p>	<p>ii) The teacher to guide students to search for more information from written texts.</p> <p>iii) The teacher to conduct a plenary discussion for students to conclude and commence on what has been discussed by a guest speaker.</p>	<ul style="list-style-type: none"> • Written texts. • Wall map of Japan and the Asian Continent. • Tactile maps for visual impaired students. 	<ul style="list-style-type: none"> • Position of American economy after the Second World War? 	12

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
	<p>b) Asses the impact of US relations with Japan after the Second World War.</p>	<p>i) Using written text the teacher to guide students in groups to appreciate the effects of USA relations with Japan i.e.:</p> <ul style="list-style-type: none"> • Domination of US over Japan. • US Aid to Japan that facilitate the reconstructing of Japanese economy • Rapid development in Japan and her total military domination by the USA. • Expansion of US imperialism in Asia using Japan as the base. <p>ii) The teacher to assign each group to explain each effect.</p> <p>iii) The teacher to guide groups of student to present their work in plenary for further discussion and clarification.</p>	<ul style="list-style-type: none"> • Written texts. • Written texts in braille for visual impaired students. 	<p>Is the student able to assess the impact of USA relations with Japan?</p>	

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<p>7.0 THREATS TO WORLD PEACE AFTER THE SECOND WORLD WAR</p> <p>7.1 The Cold War.</p>	<p>By the end of this subtopic the student should be able to:</p> <p>a) explain the factors which caused the cold war.</p>	<p>i) Teacher to guide students to explain about the relations between the US-USSR Western Europe relations since the Socialist Russian Revolution of October 1917.</p> <p>ii) The students to read text about Soviet expansion during and after the Second World War.</p> <p>iii) The teacher to guide students to discuss the manifestations of the Cold war, e.g. The division of Germany, the formation of NATO and the Warsaw Pact, the Berlin Wall, the Cuban Missile Crisis, etc.</p> <p>iv) The teacher to guide students to present their answers for discussion.</p>	<ul style="list-style-type: none"> • Texts about the Cold War and Russian expansion during World War II. • Braille written texts for visually impaired students. 	<p>Is the student able to explain the factors which caused the Cold War?</p>	<p>12</p>

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
	b) discuss factors leading to a thaw between the Eastern and Western blocks after 1953.	i) The teacher to guide students to read written texts to discuss factors leading to a thaw between Eastern and Western block. ii) Groups to make class presentations for further discussion and enrichment by the teacher.	Written texts on the improvement of relations between the antagonists of the Cold War.	Is the student able to discuss the factors that led to the thawing of relations between the Eastern and Western blocks?	
7.2 The Nuclear Arms Race and the Cuban Missile Crisis (1962).	By the end of this subtopic the student should be able to: a) assess the escalation of arms race between USSR and USA (1949 – 1950 and 1970s).	i) The teacher to guide students conduct research on the acceleration of arms race between USSR and USA. ii) Teacher to guide students in group to present in plenary for further assessment and clarification.	<ul style="list-style-type: none"> • Written texts. • Written texts in Braille. 	Is the student able to assess the reason for the escalation of the armed race?	10

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
	b) analyse reasons for USSR's launching of nuclear missile in Cuba.	i) The teacher to invite a guest speaker to analyse reasons for the USSR setting up a nuclear missile in 1962. The analysis to focus on: Crisis in US vs Cuba, Cuba missile crisis. ii) The teacher to guide students to search for more information from written texts i.e. USA invasion of Cuba 1962 and its impacts. iii) Teacher to guide students present in class discussion on the Missile Crisis.	<ul style="list-style-type: none"> Written texts on Nuclear Arms race and Cuban missile crisis. Written texts in Braille. 	Is the student able to analyse reasons that led USSR to set a nuclear missile in Cuba?	
7.3 The Creation of the State of Israel (1948) and the Palestinian Problem.	By the end of this subtopic the student should be able to: a) explain UNO's motives for dividing Palestine (1947).	i) The teacher to guide students in group to conduct research on UNO's motives to divide Palestine. ii) The teacher to guide groups to present their findings in plenary for further clarification and discussion.	<ul style="list-style-type: none"> Written texts on the creation of the state of Israel. Texts in Braille. Written texts in Braille. Written texts on the Independence of New State of Israel. 	Is the student able to explain UNOs motives to the division of Palestine and the creation of the state of Israel?	27

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
<ul style="list-style-type: none"> • 	<p>b) Discuss the impact of the 1948 Declaration of the Independence of new State of Israel.</p>	<p>i) The teacher to guide groups of students to conduct a library research on social economic and political effects of the creation of the state of Israel.</p> <p>ii) The teacher to guide groups to present in plenary for further enrichment.</p>	<ul style="list-style-type: none"> • Written texts on Jewish-Arab Wars. • Written texts in Braille. 	<p>Is the student able to discuss the impact of 1948 creation of the state of Israel?</p>	
	<p>c) explain the causes, outcome and impact of the Jewish-Arab wars of 1956, 1967,1973 and their impact.</p>	<p>i) Students to conduct library research on:</p> <ul style="list-style-type: none"> • Causes • Outcome of the Arab Israel wars (1956 -1973). <p>ii) The teacher to guide students to make class presentations for more discussions, clarifications and enrichment.</p>		<p>Is the student able to explain the causes and outcome of the Jewish-Arab Wars?</p>	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
	d) analyse the factors leading to Camp David and the Egyptian-Israel Peace (1978 – 9) between Israel and the PLO.	i) The teacher to assign different groups different tasks and guide them to conduct a library research on: After the 1946 Conflict After the 1956 Conflict After the 1967 Conflict From the 1973 Conflict to 1979 1980 to the present. ii) The teacher to guide groups to present their task in plenary for further clarification.	<ul style="list-style-type: none"> Written texts on Camp David and the Egyptian – Israel Peace. Written texts in Braille. 	Is the student able to analyse factors leading to Camp David and the Egyptian –Israel Peace?	
8.0 NEO COLONIALISM AND THE UNDER DEVELOPMENT OF THIRD WORLD COUNTRIES. 8.1 Concepts of Neo-Colonialism and Under development.	By the end of this subtopic the student should be able to: a) explain the concepts of: • Neo – Colonialism. • Under development.	i) The teacher to guide students to brainstorm the meaning of: • Neo-colonialism • Underdevelopment ii) Using written texts the teacher to guide students to explain reasons for neo-colonialism. iii) Students to present their work in plenary for further discussion and clarifications.	<ul style="list-style-type: none"> Written sources on Neo colonialism and underdevelopment. Written texts in Braille. 	Is the student able to explain the concepts of Neocolonialism and Under development?	6

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
8.2 Political, Social, Technological and Economic manifestations of Neo-colonialism.	<p>By the end of this subtopic the student should be able to:</p> <p>a) explain the characteristics of neo-colonialism in developing nations politically, socially, technologically and economically.</p>	<p>i) The teacher to guide students in groups to conduct a library research on the characteristics of a neo-colonialist state: political, socially, technological and economical characteristics.</p> <p>ii) The teacher to guide groups to present their findings in plenary for further clarifications.</p>	Library and other sources.	Is the student able to explain the characteristics of neo-colonialism in developing nations?	14
	<p>b) assess the nature and character of a neo-colonizing power.</p>	<p>i) Students to brainstorm on the meaning of the term: Neo-colonizing power.</p> <p>ii) The teacher and students to discuss on</p> <ul style="list-style-type: none"> • The nature and • Character of a neo-colonizing power. <p>iii) The teacher and students to summarize.</p>	Library and other sources.	Is the student able to assess the nature and character of neo-colonizing power?	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
8.3 Causes of Under development in Developing Nations.	By the end of this subtopic the student should be able to: a) discuss the internal causes of underdevelopment in developing nations and its manifestation.	i) Using written texts the teacher to guide students to discuss the internal causes of underdevelopment in the poor countries. ii) The teacher to guide students in groups to present and discuss one of the causes for further discussions.	<ul style="list-style-type: none"> • Written texts on underdevelopment in developing countries. • Written texts in braille. 	Is the student able to discuss the internal causes and manifestation of underdevelopment in the poor countries?	8
	b) assess the external causes of underdevelopment in developing nations.	i) Teacher to guide groups of student to conduct research on external causes of Underdevelopment. ii) Using vivid examples students to identify how underdevelopment affects their daily life. iii) The teacher to guide students present their findings in plenary for further clarification.	<ul style="list-style-type: none"> • Written texts on the external causes of underdevelopment. • Written texts in Braille. 	Is the student able to assess the external causes of underdevelopment in developing nations?	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
8.4 Efforts to solve the Problems of underdevelopment in Developing Nations.	By the end of this subtopic the student should be able to: a) appreciate the influence of the 1979 Non-Aligned Conference in Havana (Cuba) towards the efforts to solve problems of underdevelopment.	i) Using oral questions, the teacher to guide students to discuss the influence of the 1979 Non-Aligned Conference in Havana Cuba towards the efforts to solve problems of underdevelopment in developing nations. ii) The teacher to guide students in groups to read written texts on the influence of the 1979 Non-Aligned Conference towards the efforts to solve problems of underdevelopment. iii) The teacher to guide students in groups present in class their information for discussion, clarification and enrichment.	<ul style="list-style-type: none"> • Written texts on efforts to solve the problems of underdevelopment. • Written texts in Braille. 	Is the student able to appreciate the influence of the 1979 Non-Aligned Conference in Havana towards the efforts to solve problems of underdevelopment?	24

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
	<p>b) discuss the Brandt Report (1980) on Third World Poverty question and its outcome.</p>	<p>i) The teacher to invite a guest speaker to give a talk on the Brandt Report (1980) on Third World Poverty question and its outcome. ii) After the talk the teacher to guide students to ask some questions on the points raised during the talk. iii) The teacher to guide students to write summaries on the major issues raised during the talk.</p>	<ul style="list-style-type: none"> • Written texts on the Brandt report (1980). • Written texts in Braille. 	<p>Is the student able to discuss the Brandt Report (1980) and its outcome?</p>	
	<p>c) assess the reasons leading to the "South- South Dialogue" and its challenges.</p>	<p>i) The teacher to guide students in groups to read written texts on the reasons leading to the South-South Dialogue" and its challenges. ii) The teacher to guide students in groups to present in class their responses for more discussion, clarification and enrichment.</p>	<ul style="list-style-type: none"> • Written sources on South-South Dialogue" and its challenges. • Written sources in Braille. 	<p>Is the student able to assess the reasons leading to the South-South Dialogue" and its challenges?</p>	

TOPICS/SUBTOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIOD
	<p>d) explain the reasons leading to the Structural Adjustment Programmes (SAP) by IMF and World Bank and their Subsequent political, Social and Economic impact on Developing Nations.</p>	<p>i) The teacher to guide students conduct a library research on the reasons leading to the Structural Adjustment Programmes (SAP) by the IMF and World Bank and their subsequent political, social and economic impact on Developing Nations.</p> <p>ii) The teacher to guide students in groups to discuss the individual findings from library research.</p> <p>iii) The teacher to guide groups to present in class, clarify and enrich groups responses.</p>	<ul style="list-style-type: none"> • Written texts on "South-South Dialogue" and its challenges. • Written texts in Braille. 	<p>Is the student able to explain the reasons leading to the Structural Adjustment Programmes and their subsequent impact?</p>	



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