



Civic Education

Syllabus

Grade 9

(To be implemented from 2018)

Department of Social Sciences

National Institute of Education

Maharagama

Sri Lanka

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Grade 9

Syllabus

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Introduction

The principal aim of introducing Civic Education to the school system is to achieve **sustainable peace** in Sri Lanka. It is the wish of everyone who values peace to see we all live in harmony as one nation rather than being divided into different ethnic groups- Sinhala, Tamil, Muslim, Burgher and Malay or different religious groups - Buddhists, Hindus, Islam, Catholics or Cristians. Under the theme “ from self (own) family to universal family”, Civic Education is taught from grade six to grade eleven under twelve major objectives and twenty major subject competencies to achieve **sustainable peace**.

Civic Education is a compulsory subject from grade six to grade nine. It is a category one subject in grades ten and eleven. Here is the Civic Education syllabus for grade nine.

It is expected to develop competencies in this grade under six major topics such as Social Security, Contemporary Changes, Democratic Governance, Local Government Institutions, Conflict Resolution and World of Work. Children have been developing civic knowledge, civic attitudes, and civic skills through different topics since grade six. In taking them further to make good citizens who would fit into the local and global society, we emphasise the fact that the competencies, competency levels, subject content and learning outcomes relevant to grade nine are very important.

We would like to say that on the road to achieving **sustainable peace** through unity, coexistence and reconciliation, the social role Civic Education has to play is enormous. To achieve this, we expect your attention, cooperation and commitment.

National Goals

- (i) Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.
- (ii) Recognizing and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.
- (iii) Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.
- (iv) Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.
- (v) Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.
- (vi) Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.
- (vii) Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.
- (viii) Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect.
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(Adapted from National Education Commission Report -2003)

Basic Competencies

The following basic competencies developed through education will contribute to achieve the above national goals.

(i) Competencies in communication

Competencies in communication are based on four subsets: Literacy, Numeracy, Graphics and IT proficiency.

- Literacy : Listen attentively, speak clearly, read for meaning, write accurately and lucidly and communicate ideas effectively.
- Numeracy : Use numbers for goods/items, space and time, use of numerals systematically to count & measure.
- Graphics : Make sense of line and form, express and record details, instructions and ideas with line, form and colour.
- IT proficiency : Computer literacy and the use of information and communication technologies (ICT) in learning, in the work environment and in personal life.

(ii) Competencies relating to personality development

- Generic skills such as creativity, divergent thinking, initiative, decision making, problem solving, critical and analytical thinking, team work, inter – personal relations, discovering and exploring ;
- Values such as integrity, tolerance and respect for human dignity;
- Emotional intelligence.

(iii) Competencies relating to the environment

These competencies relate to the social, biological and physical environment.

- Social Environment - Awareness of the national heritage, sensitivity and skills linked to being members of a plural society, concern for distributive justice, social relationships, personal conduct, general and legal conventions, rights, responsibilities, duties and obligations.
- Biological Environment - Awareness, sensitivity and skills linked to the living world, people and the ecosystem, the trees, forests, seas, water, air and life – plant, animal and human life.

Physical Environment - Awareness, sensitivity and skills linked to space, energy, fuels, matter, materials and their links with human life, food, clothing, shelter, health, comfort, respiration, sleep, relaxation, rest, wastes and excretion.

Included here are skills in using tools and technologies for learning, working and living.

(iv) Competencies relating to preparation for the World of Work

Employment related skills to maximize their potential and to enhance their capacity.

- To contribute to economic development.
- To discover their vocational interests and aptitudes,
- To choose a job that suits their abilities, and
- To engage in a rewarding and sustainable occupation.

(v) Competencies relating to religion and ethics

Assimilating and internalizing values, so that individuals may function in a manner consistent with the ethical, moral and religious modes of conduct in everyday life, selecting that which is most appropriate values.

(vi) Competencies in play and the use of leisure

Pleasure, joy, emotions and such human experiences as expressed through aesthetics, literature, play, sports and athletics, leisure pursuits and other creative modes of living.

(vii) Competencies relating to ‘ learning to learn’

Empowering individuals to learn independently and to be sensitive and successful in responding and managing change through a transformative process, in a rapidly changing, complex and interdependent world.

(Adopted from National Education Commission Report - 2003)

Objectives of the Subject Civic Education Grades 6-11

1. Development of the strength necessary to build future goals of life through the identification of one's abilities, skills and potential.
2. Development of competencies necessary to exist in society endowed with a good personality.
3. Development of the strength necessary to work in unity with social organizations and institutions that coordinate with the wellbeing of society.
4. Development of the strength necessary to face unexpected and confusing situations in a constantly changing world.
5. Production of a citizen endowed with human qualities and social values necessary to exist in unity within a pluralistic society.
6. Building up of a society that acts in conformity with the conventions on human rights and democratic principles.
7. Prevention of disaster situations by actively contributing to disaster management and minimization of damage caused.
8. Provision of understanding of patterns of governance in Sri Lanka and the world based on political concepts and their practical application.
9. Investigation of various theories of economics and numerous principles of economics and their adaptation to social life as appropriate.
10. Building up of a society that mutually values responsibilities and duties.
11. Ensuring sustainable peace for Sri Lanka
12. Contribution to the lasting development for Sri Lanka through building up of a sustainable pattern of life

Relationship between National Goals and the objectives of the Subject

Objectives of the Subject	National Goals							
	i	ii	iii	iv	v	vi	vii	viii
1. Development of the strength necessary to build future goals of life through the identification of one's abilities, skills and potential.		√						
2. Development of competencies necessary to exist in society endowed with a good personality.					√			
3. Development of the strength necessary to work in unity with social organizations and institutions that coordinate with the wellbeing of society.								√
4. Development of the strength necessary to face unexpected and confusing situations in a constantly changing world.							√	
5. Production of a citizen endowed with human qualities and social values necessary to exist in unity within a pluralistic society.	√							
6. Building up of a society that acts in conformity with the conventions on human rights and democratic principles.			√					
7. Prevention of disaster situations by actively contributing to disaster management and minimization of damage caused.							√	
8. Provision of understanding of patterns of governance in Sri Lanka and the world based on political concepts and their practical application.								√
9. Investigation of various theories of economics and numerous principles of economics and their adaptation to social life as appropriate.						√		
10. Building up of a society that mutually values responsibilities and duties.					√			
11. Ensuring sustainable peace for Sri Lanka	√							
12. Contribution to the lasting development for Sri Lanka through building up of a sustainable pattern of life				√				

Proposed term plan to divide the Grade 9 Syllabus of Civic Education

School Term	Competency	Competency Levels	No. of Periods	No. of Competency Levels
Term 1	9.1	9.1.1, 9.1.2	08	02
	9.2	9.2.1, 9.2.2, 9.2.3, 9.2.4, 9.2.5, 9.2.6	12	06
Term 2	9.3	9.3.1, 9.3.2, 9.3.3, 9.3.4, 9.3.5, 9.3.6	12	06
	9.4	9.4.1, 9.4.2, 9.4.3, 9.4.4, 9.4.5	08	05
Term 3	9.5	9.5.1, 9.5.2, 9.5.3	06	03
	9.6	9.6.1, 9.6.2, 9.6.3, 9.6.4, 9.6.5, 9.6.6, 9.6.7, 9.6.8, 9.6.9, 9.6.10, 9.6.11, 9.6.12, 9.6.13	14	13

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
<p>Social Security</p> <p>9.1</p> <p>Works actively for the existence of social security.</p>	<p>9.1.1</p> <p>Inquires the institutions that contribute towards social security.</p>	<ul style="list-style-type: none"> • Social security <ul style="list-style-type: none"> • Introducing Society • Relations between the society and, individual • Introducing social security • Institutions that contributes toward social security and their services <ul style="list-style-type: none"> - Family - School - Religious institutions - Social institutions • Duties and responsibilities of individuals and different societies in relation to stopping using alcohol and drugs and other unhealthy social activities • Rules and regulations related to social security <ul style="list-style-type: none"> • Introducing law • Characteristics of law • Sources of law • Types of law <ul style="list-style-type: none"> • Domestic Law <ul style="list-style-type: none"> ★ Constitutional law ★ Criminal law ★ Civil law • Institutions that empower law <ul style="list-style-type: none"> • Judiciary <ul style="list-style-type: none"> ★ Supreme Court ★ Court of Appeal 	<ul style="list-style-type: none"> • Explains the term security. • Explains the term social security. • Tabulates the institutions that contribute towards social security and their duties. • Explains the fact that avoiding using alcohol, drugs and of the anti social activities is a social responsibility • Explains the law related to social security. • Explains the different institutions that contribute to empower the law. • Expresses views related to the services done by judiciary system for the social security. 	<p>04</p>

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	<p>9.1.2 Works cooperatively as a good citizen with the institutions contributing to social security.</p>	<ul style="list-style-type: none"> ★ Provincial High Court ★ High Court ★ District Court ★ Magistrate Court • Police • Department of attorney General • Government Analyst's Department • Department of prisons • Security forces • International Law • Mechanism, rules and regulations related to individual responsibilities and duties for social security. • Constitution and other laws • Judiciary • Police • Security forces • Mediation Board • Child Protection Authority • Commission of Human Rights 	<ul style="list-style-type: none"> • Explains the need of following the constitution and other rules and regulations. • Explains the importance of the support the mechanism of judiciary for justice. • Describes the public support to the police to protect law and order. • Expresses the importance of working cooperatively with the forces to ensure national security. • Explains the importance of the contribution of mediation boards for social security. 	04

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
<p>Contemporary Changes 9.2. Acts according to the technological, economic and social changes that contribute to the social well-being</p>	<p>9.2.1 Inquires how contemporary changes influence the individual and social development</p>	<ul style="list-style-type: none"> • Technological changes and the importance of responding to them • Introducing technology • Introducing technological changes • New inventions through different kinds of discoveries and researches • Social changes due to technological changes. • Importance of using technological changes as a creative citizen. • Importance of using suitable technology 	<ul style="list-style-type: none"> • Explains the importance of working with other institutions that contribute to social security cooperatively • Introduces technological changes with examples. • Explains the fact that discoveries and experiments would contribute to new inventions. • Explains how technical changes influence the social changes. • Shows the ways of taking maximum use of physical and human resources utilizing suitable technology. • Explains the importance of using suitable technology for sustainable development. 	02
	<p>9.2.2 Acts according to the economic changes.</p>	<ul style="list-style-type: none"> • Changes that occur in the economy <ul style="list-style-type: none"> • Agricultural Sector • Industrial Sector • Services Sector • Individual and social impact on different changes occurring in the economy. • Utilize suitably the contemporary changes in economy. 	<ul style="list-style-type: none"> • Explains the changes occurring in the different field of the economy. • Analyses the individual and social impact on different changes in the economy. • States the importance of acting accordingly to the contemporary changes of the economy. 	02

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	9.2.3 Inquires the new trends related to job market.	<ul style="list-style-type: none"> • Identification of the new trends related to job market. • Jobs generated through new trends. 	<ul style="list-style-type: none"> • Explains the new trends related to job market. • Discusses the qualifications to be completed for the new jobs. 	02
	9.2.4 Acts coexistingly developing qualities of social well - being in a competitive world.	<ul style="list-style-type: none"> • Introduction of well-being • Need of well-being <ul style="list-style-type: none"> • For the well-being of the society • Diversity of individual interests • Complexity of life style • Righteousness • Justice • Peace • Qualities of well-being <ul style="list-style-type: none"> • Law abiding • Good livelihood • Living happily • Contentment • Conscientiousness • Simple life style • Courage • Ways of collapsing / breaking damaging social well-being as a result of using alcohol, drugs and anti-social actions • Introduction of coexistence • Need of coexistence • Qualities of coexistence <ul style="list-style-type: none"> • Working cooperatively • Respect for others 	<ul style="list-style-type: none"> • Introduces well- being. • Shows the need of well-being in a competitive world giving examples. • Explains the qualities of well-being. • Explains the fact that using alcohol, drugs and other anti social activities results in the breaking down of well-being. • Explains the bad consequences of not working for well-being. • Explains the impact of coexistence in social wellbeing • Suggests the ways of taking qualities of well-being to the life. • Introduces coexistence. • Describes the qualities of coexistence. • Explains the importance of coexistence for the well-being of the society. • Discusses the importance of qualities of coexistence for the individual and social development. 	02

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	<p>9.2.5 Join the cooperative movement, and acts as an individual who value coexistence.</p> <p>9.2.6 Acts as a member of a global village preserving traditions.</p>	<ul style="list-style-type: none"> • Sharing things • Friendliness • Mutual trust • Honesty • Importance of relating qualities of coexistence to life • Importance of well-being and coexistence for individual and social development • Introduction of the cooperative movement • Current mechanism of cooperative movement. • Society of cooperative shops and school cooperative societies. • Broad vision about the world • Appreciation of indigenouness <ul style="list-style-type: none"> ★ Local Culture ★ Local products ★ Indigenous items Examples: medicine, plants, animals etc. • Identification of foreign cultures going beyond the local culture and learning new things. 	<ul style="list-style-type: none"> • Explains the objectives of the cooperative movement and its duties • Discusses the need of cooperative societies and school cooperative societies • Explains views appreciating the traditions • Explains the importance of contribution to preserve traditions • Explains the importance of working as a member of global village while preserving traditions. • Explains the function of global existence through interdependency. 	<p>02</p> <p>02</p>

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
<p>Democratic Governance 9.3. Acts as a good citizen in a democratic society.</p>	<p>9.3.1 Analyses basic characteristics of democratic governance.</p>	<ul style="list-style-type: none"> • Identification of new co-existence functions globally • Interdependency <ul style="list-style-type: none"> - any individual, any ethnic group or any country cannot exist alone in the world • Introduction of democracy • Basic characteristics of democracy • Features needed to have a successful democracy • Examples for the countries that have democracy 	<ul style="list-style-type: none"> • Explains simply the concept of democracy. • Discusses the basic features of democratic government. • Explains the features needed to have a successful democratic governance. • Gives examples for the countries that have democratic governance. 	02
	<p>9.3.2 Inquires the duties bound by the rights of a citizen in a democratic society.</p>	<ul style="list-style-type: none"> • Rights of a citizen in a democratic society • Duties related to rights • Importance of enjoying the rights within the legal frame work 	<ul style="list-style-type: none"> • Explains the rights of a citizen in a democratic country. • Expresses that fulfilling duties as a citizen ensures the rights. • Explains that enjoying rights within the legal frame work causes personal and social development. 	02

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	9.3.3 Appreciates the tasks the political parties should do to establish social unity.	<ul style="list-style-type: none"> • Political parties • Introduce political parties • Tasks the political parties should do to establish social unity 	<ul style="list-style-type: none"> • Defines briefly the term a political party. • Discusses the party systems existing in a democratic government. • Expresses views appreciating the tasks the political parties should do to establish social unity. 	02
	9.3.4 Inquires about the elections and franchise of a democratic society.	<ul style="list-style-type: none"> • Franchise and elections • Introduction of franchise and elections • Situations where the public is involved in governance • National franchise and its importance • Elections, public rights and responsibilities related to elections 	<ul style="list-style-type: none"> • Explains the term franchise. • Presents information about elections • Names the situations where the public is involved in governance. • Explains the franchise and its importance. • Discusses the rights of voters and candidates in an election. • Explains the importance of fulfilling duties related to elections. 	02

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	9.3.5 Acts as a democratic citizen.	<ul style="list-style-type: none"> • Identification of assertiveness • Qualities to be built up for assertiveness Examples: - <ul style="list-style-type: none"> - steadiness - softness - honesty - respect - listening • Assertiveness with oneself • Assertiveness with others <ul style="list-style-type: none"> • Expressing views relevant to the situation, ethically • Acting on stern principles, critically having positive attitudes 	<ul style="list-style-type: none"> • Explains what assertiveness is. • Explains the importance of assertiveness in personal life. • Discusses the need of assertiveness in social life. • Explains the qualities to be developed to have personal assertiveness. 	02
	9.3.6 Dedicates to nation building as a democratic citizen.	<ul style="list-style-type: none"> • Introduction of nation building • Need of a national policy for nation building • Contribution to making of national policies • Acting according to national policies • Importance of the contribution and dedication for nation building • Procedures to be followed for nation building as a citizen Examples:- <ul style="list-style-type: none"> - Carrying out one's duties without delay 	<ul style="list-style-type: none"> • Explains the concept of nation building. • Explains the need of a national policy for nation building. • Makes suggestions for the procedures to be followed for nation building as a citizen. • Discusses with pride the fact that the contribution to nation building is a duty of a citizen. • Explains the need of dedication to build up national unity and peace as a Sri Lankan. 	02

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
<p>Local Government Institutions</p> <p>9.4 Assists the activities offered by local government institutions for common well-being.</p>	<p>9.4.1 Inquires the structure of Local Government Institutions.</p>	<ul style="list-style-type: none"> - Working with a sense of understanding about one's contribution than what personally gain from society - Contributing towards national peace and harmony as Sri Lankans • Introduction of local government • Needs of Local Government Institutions • Historical background of local government • Structure of Local Government Institutions 	<ul style="list-style-type: none"> • Explains Local Government. • Explains the needs of Local Government Institutions. • Inquires the historical evolution of Local Government Institutions. • Explains the organizational structure of Local Government Institutions. • Names the Local Government Institution that belongs to one's area. 	<p>02</p>
	<p>9.4.2 Inquires the services rendered by the local government institutions of one's area</p>	<ul style="list-style-type: none"> • Services rendered by local government institutions Examples:- <ul style="list-style-type: none"> - Health and sanitary services - Waste management - Maintenance of libraries and Reading Halls - Maintenance of early child development centres - Maintenance of public markets 	<ul style="list-style-type: none"> • Explains the services rendered by the Local Government Institutions. • Expresses views appreciating the services rendered by Local Government Institutions for the well-being of the society. 	

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	9.4.3 Fulfills public duties related to the services of Local Government Institutions.	<ul style="list-style-type: none"> • Public duties related to the services of Local Government Institutions Examples; - <ul style="list-style-type: none"> - paying taxes regularly - Supporting the activities done by Local Government Institutions 	<ul style="list-style-type: none"> • Explains with examples the importance of fulfilling duties related to the services rendered by the Local Government Institutions. • Expresses views that fulfilling duties of customers would help to maintain the services effectively. 	01
	9.4.4 Inquires the need of providing services of Local Government Institutions effectively.	<ul style="list-style-type: none"> • Duties and responsibilities to be fulfilled to provide services of Local Government Institutions effectively <ul style="list-style-type: none"> • From people's representatives • From officers 	<ul style="list-style-type: none"> • Explains the duties and responsibilities of people's representatives to provide services of Local Government Institutions effectively. • Explains with examples the duties and responsibilities of officers to provide effective services of Local Government Institutions. 	01
	9.4.5 Inquires the contribution towards national development by Local Government Institutions.	<ul style="list-style-type: none"> • Identification of regional needs. • Preparation of plans needed for regional development • Proper implementation of plans • Producing regional leaders 	<ul style="list-style-type: none"> • Explains the contribution towards the regional development by Local Government Institutions giving examples. • Discusses the importance of preparing plans needed for national development from regional development. 	01

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
Conflict Resolution 9.5 Exhibits the competencies required for conflict resolution.	9.5.1 Analyses the conflicts.	<ul style="list-style-type: none"> • Defining conflicts • Causes for conflicts • Parties conflicts occur • Different types of conflicts 	<ul style="list-style-type: none"> • Defines conflicts. • Explains casuses for conflicts. • Discusses the parties where conflicts occur. • Explains types of conflicts. 	02
	9.5.2 Follows suitable methods for conflict resolution.	<ul style="list-style-type: none"> • Issues arrising in conflicts resolution Examples:- <ul style="list-style-type: none"> - Rigidity - Stick to one option - Thinking of winning by defeating other party <ul style="list-style-type: none"> • Qualities needed for conflict resolution • Suitable methods of conflict resolution 	<ul style="list-style-type: none"> • Explains the issues arrising in conflict resolution. • Discusses the qualities needed for conflict resolution. • Explains the suitable methods of conflict resolution. 	02
	9.5.3 Resolves conflicts positively.	<ul style="list-style-type: none"> • Advantages of conflicts resolution in a positive manner. <ul style="list-style-type: none"> • Establishment of peace • Minimization of waste of resources • Building up of trust • Repurcussion of not resolving conflicts in a positive manner 	<ul style="list-style-type: none"> • Discusses the advantages of onflict resolution in positive manner. • Explains the repurcussion of not resolving conflicts in a positive manner. 	02

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
World of Work 9.6 Gets ready for the world of work.	9.6.1 Appreciates the importance of having a well-planned personal profile.	<ul style="list-style-type: none"> • Important information included in a personal profile <ul style="list-style-type: none"> • Personal information • Personal qualities • Personal skills • Personal behaviours • Experiences gained in and out of the school 	<ul style="list-style-type: none"> • Explains own qualities, skills and behaviours. • Exchanges one's opinions and ideas with others. • Respects others views. • Develops a comprehensive personal profile. • States that one can get self respect by maintaining a personal profile. 	01
	9.6.2 Analyses professions / occupations.	<ul style="list-style-type: none"> • Different vocational fields that <ul style="list-style-type: none"> • Private and public / Government / voluntary sectors / social welfare services • Employee or employer / self-employed • Indoors vs outdoors • Fixed location vs travel (mobile service) • Money vs happiness • All jobs have a social value and dignity 	<ul style="list-style-type: none"> • Analyses the job that oneself wants. • Examines the specific attributes/ demands of different jobs. • Discusses that job satisfaction is just as important as financial reward. • Expresses that every occupation is valuable. 	01

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	9.6.3 Explores different job / career pathways.	<ul style="list-style-type: none"> • Different job/career pathways • School subject/stream choices • Academic vs vocational qualifications • Formal vs on-the-job training 	<ul style="list-style-type: none"> • Explains the importance of setting personal, realistic personal goals. • Sets an appropriate and realistic subjects / course / stream choice. • Examines what is required, academic/vocational training to achieve success. • Explains there are more than one route to a career goal. 	01
	9.6.4 Inquires necessary qualifications and experiences for jobs / careers.	<ul style="list-style-type: none"> • Importance of selecting correct subjects/streams for their career pathways • Academic, time, emotional and physical demands of particular occupations /professions • Higher and further education courses /apprenticeships • Acquiring relevant subject knowledge /experience related to their parent's/ relatives' occupations Example:- <ul style="list-style-type: none"> - fishing, farming with relatives - selling foods and beverages 	<ul style="list-style-type: none"> • Explains the importance of selecting correct subjects for their preferred career pathway. • Inquires the short and longer term academic and other demands of a chosen career pathway. • Explains that in addition to academic qualifications there are other important experiences/practical knowledge that is helpful in the job chosen. 	01

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	<p>9.6.5</p> <p>Appreciates the importance of having well prepared CV.</p>	<ul style="list-style-type: none"> • Important factors to be included in a CV Example: - <ul style="list-style-type: none"> - personal details - academic qualifications - relevant experience - employment history - skills, qualities - achievements - referees • What makes a CV stand out amongst many others 	<ul style="list-style-type: none"> • Examines what makes a comprehensive, interesting CV. • Makes aware of how to prepare a CV that demands the employer's attention. 	02
	<p>9.6.6</p> <p>Understands how to complete a job application form in the correct manner.</p>	<ul style="list-style-type: none"> • Importance of preparing first draft of the application • Accuracy of information presented, based on job description • Key personal information to make application stand out from others Example:- <ul style="list-style-type: none"> personal interests and hobbies relevant to the job • Using available space wisely, attaching the CV • Submitting the application before the closing date 	<ul style="list-style-type: none"> • Describes the benefits of taking time to complete a draft application. • Explains clearly the proper features of an effective job application. • Examines how the information presented and the format will influence on the employer/ interview panel. • Explains the need to meet any set deadline. 	01

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	<p>9.6.7</p> <p>Analyses steps involved in writing a correct letter in response to a job advert.</p>	<ul style="list-style-type: none"> • Importance of preparing draft of the letter of application • Logical sequence of content • Critical information required, including academic qualifications, relevant experiences, interests and hobbies • Answering all the points raised in the advertisement • Make the key personal information stand out from many others • Responding before the deadline 	<ul style="list-style-type: none"> • Explains the benefit of taking time to complete a draft letter. • Describes clearly what the features of an effective letter are. • Explains that letter content needs to answer all the questions in the advert. • Describes how the information is presented and the format will have an impact on the employer. • Explains the need to meet the deadline. 	01
	<p>9.6.8</p> <p>Internalises important interview skills.</p>	<ul style="list-style-type: none"> • Development of interview skills (for example: waiting until whole question is asked before starting to respond) • Listening carefully to questions asked and taking time to respond thoughtfully and honestly • Clarity of speech and use of language • Being prepared to ask relevant questions from interviewer(s) • Remaining calm under pressure • Seeking and acting on feedback • Thorough preparation for mock interview • Interview setting can be stressful 	<ul style="list-style-type: none"> • Explains the importance of developing good interview skills. • Expresses that good listening is critical in order to deliver well-focused answers. • Describes responses should be suitably brief and to the point. • Explains that an interview setting can be stressful and the need to stay relatively relaxed to perform well. • Expresses that preparation should enable him/her to ask relevant question if offered the opportunity. • Explains the need to seek feedback and the benefit of acting on this. 	01

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
			<ul style="list-style-type: none"> • Explains that success of a good performance rests on thorough preparation. • Describes features of the job applied for and likely questions that could be asked. 	

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	9.6.9 Appreciates the importance of facing an interview well.	<ul style="list-style-type: none"> • Facing an interview <ul style="list-style-type: none"> * Personal appearance including hair, makeup, clothing and footwear • Bearing / Body language, including posture, eye contact, use of hands, facial expressions • Looking alert and enthusiastic • Speech and use of language • Being courteous 	<ul style="list-style-type: none"> • Expresses the importance of personal appearance to an employer/interview panel. • Discusses that the first impression is a lasting one. • Expresses that body language will be a focus of attention. • Expresses that common courtesies should be observed, including politeness, shaking hands etc. 	01

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	9.6.10 Appreciates the importance of managing available time well.	<ul style="list-style-type: none"> • Importance of using available time well as an employee • Prioritising tasks to be done • Personal time and work / study time • Employer’s concerns for productivity / efficiency 	<ul style="list-style-type: none"> • Explains why using time effectively in a workplace is important. • Discusses the need to prioritise work activities. • Explains that balancing the time for personal needs, training and performance is important. • Expresses the employer’s right to expect employees to deliver value for money. • Inquires what can influence employer’s opinion of an employee to the betterment of the organization. 	01

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	9.6.11 Appreciates the importance of conducting oneself well at all times.	<ul style="list-style-type: none"> • Personal behaviour • Influencing others and being influenced by others for good or bad • Impact on career enhancement because of poor conduct report • Punctuality in coming and working • Volunteering to help at times of productivity/manpower crisis 	<ul style="list-style-type: none"> • Explains the importance of meticulous personal conduct in the workplace. • Explains that conduct outside work time may also have an adverse effect on some forms of employment. • Explains the need to treat all members of the workplace with respect. • Discusses that their own conduct can influence others and that others can influence them similarly for good/bad. • Analyses the consequences of poor conduct, including poor timekeeping/attendance record, on career development. • Expresses that offering their services at times of pressure in the workplace is good team work and is unlikely to go unnoticed. 	01

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	9.6.12 Explores how to manage personal finances well.	<ul style="list-style-type: none"> • Income and expenditure • Prudent budgeting – wages, regular and occasional outlays • Investing for normally emergency situations • Opening and running a bank account saving for the future • Saving for the future • Avoiding loans for consumption • Advantages and disadvantages of credit cards • Investing/saving for the future • Pension / EPF for old age 	<ul style="list-style-type: none"> • Explains the importance of good personal financial management. • Explains the need for balancing the budget within the income. • Explains the benefits of regular savings. • Describes the risk of getting into debt and of using credit cards. • Explains the importance of savings for future security. • Explains how pension should be managed and how to manage when there is no pension. • • • • • • • 	01

Competency	Competency level	Subject Content	Learning Outcomes	No. of Periods
	9.6.13 Appreciates the importance of having a balance between work and personal life.	<ul style="list-style-type: none"> • Importance of having a good mixture of work and personal life • Importance of training for the future, play, family time and personal leisure time • Sources of advice to go for help if in financial difficulties (Example:- parents) 	<ul style="list-style-type: none"> • Explains the importance of a good work - life balance. • Discusses steps to be taken when the situations become financial difficulties. 	01

4.0 Learning Teaching Techniques

In implementing the Civic Education syllabus, it is important for the teacher to be a facilitator when organizing practical learning situations for the children to achieve expected competencies. Instead of traditional lecture method, it is essential to direct the children to learn the subject through live experiences.

As a facilitator, you have to take necessary steps to use various resources, create and implement suitable situations to develop expected competencies.

It is the responsibility of the teacher to direct the students to look for knowledge relevant to Civic Education providing necessary facilities to develop good civic attitudes and skills. It is also the responsibility of the teacher to produce good citizens for the country.

Study the syllabus and the teacher's Guide well. Understand the link between national goals, objectives of the subject, subject competencies and subject content and use more appropriate teaching techniques.

instead of competitive, exam- oriented and self centered learning, direct the children to value cooperation, coexistence and it will result in building a peaceful society that abounds with the idea of cooperation and coexistence.

Some example techniques that can be used to teach Civic Education are given below.

- Exploration
- Exhibitions
- Field visits
- Role play
- Brain storming
- Debates
- Questions and answers
- Portfolios
- Wall news papers
- Presentations
- Group and individual activities
- Contribution to Welfare Societies/ welfare activities
- Shramadana campaigns (Example:- Disaster management activities)
- Students Parliament

Using the above learning teaching techniques constructively to achieve the competencies and competency levels will immensely contribute to the qualitative development of the learning teaching process.

5.0 School Policies and Programmes

The main responsibility of the school system is producing good citizens for the society to fit into national needs. The school curriculum has been drawn with such goals in mind. And also all the activities in the school contribute to fulfilling these goals. Civic Education does an enormous service in achieving these goals.

Grade six to eleven Civic Education syllabi have been prepared to develop competencies to help the child to live as a members of the family, school, society and the world.

It is essential to prepare and implement school policies and programmes to provide the students with facilities required, proper guidance and to value learning teaching process to achieve expected competencies through Civic Education. The following policies and programmes are suggested to implement Civic education within the school curriculum.

- Organize field trips and educational tours
- Start small scale research projects
- conduct ' Do you know contests' and debates
- Produce wall News papers and term publications
- Conduct workshops with the participation of resource persons
- Conduct programmes within the school to develop favourable attitudes and skills about human dignity while enjoying human rights and fulfilling the related duties.
- Conduct programmes to provide professional guidance to develop necessary competencies and to perform in the world as an effective performer.
- Updates children's knowledge and skills about disaster management through mock drills
- Implement programmes in the school that would produce disciplined and lawabiding citizens
- Implement programmes on environmental conservation
- Organize self development and leadership training programmes
- implement student parliament in school
- implement counselling programmes to develop the competence to effectively solve problems the children face daily
- Organize culture exchange programmes
- Include co-curricular activities in the school almanac and implement them effectively (For example;- Children's Day, Teachers' Day, Elders Day, and Cultural events)
- Liase with state and private voluntary organizations in the area when the need arises

It is essential to plan these activities with the participation of subject teachers to meet subject goals and to develop competencies in students.

6.0 Assessment and Evaluation

- Make proper assessment tools to cover competencies and competency levels stipulated for each term under School Based Assessment programme.
- It is essential to administer tests at the end of each term at school level, at zonal level or at provincial level.

Board of Syllabus Preparation

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