

Definition of Content: Curriculum content simply means the totality of what is to be taught in a school system. It can be in form of knowledge, skills, attitude and values that learners are exposed to. Content involves subject matter drawn on the basis of problems, themes or topics cutting across traditional subjects. Learning experience refers to any interaction course, program or other experience in which learning takes place, whether it occurs in traditional academic setting (schools classrooms) or non-traditional academic setting (outside of school locations, outdoor environment or whether it include traditional educational interactions (students learning from teachers and professors) or nontraditional interactions (student learning through games and interactive software applications). It also develops the three domain of learning namely cognitive, affective and psychomotor skills and considers the cultural aspect of the learners particularly, if your learners come from different cultural background and races then the content must be cultural sensitive 1. These organization of learning experience and content is based on the cumulative development behavior the learners gradually experience during the educational process. Content and learning experience are organized in two relationship bases; vertical and horizontal relationship; Vertical organization is the arrangement of learning experiences and content over a time sequence across classes in the same subject. Variety: Learners are different and learn, in different ways based on their interest and ability therefore varied learning experience must be provided to help them comprehend. Interest: So that the desired objectives can be achieved and also for learners to demand pleasure learning experiences from them must be of great interest to the learner. This is done when the students or learners are given the chance to experiment, observe and carry out field study. Significance: The content is significant if it is selected and organized for the development of learning activities, skills, processes and attitude that will help in solving the problem of the country. Knowledge, whereby whereby learners can put what they have learnt into practice life activities. Consistency with Social Realities: This means that content should be chosen based on the fact that they relate to our present social needs economic and political situation. It is an activity which may be planned by the class or teacher but performed by the learner for the purpose of achieving some important learning objectives. There are various types of activities that can be performed by the learners in the study of various school subjects to enhance learning. For instance, there should be a relationship between the knowledge acquired in biology and that of agricultural science, the knowledge and skills acquired in economics lessons can enhance that of political science within the same class. There are certain criteria that must be met in organizing learning experience and content. Continuity: It is the recurring emphasis on the learners experience on a particular element or kind of activities, until mastery is achieved. With mastery, learners develop progressively, systematically and naturally, with new knowledge building on earlier acquired knowledge and thus learners can gain competence 2. Validity: The content of the curriculum is valid if it promotes the outcome that it is intended to promote. It is also the authenticity of the subject matter or content selected, to make sure the topics are not obsolete, for this to be achieved, there should be a regular check on the curriculum content and replace it if necessary 2. Self-sufficiency: This criterion helps learners attain maximum self-sufficiency at the most economical manner or content selection. Content must be acceptable to the culture and belief system of the people. CRITERIA FOR SELECTING LEARNING EXPERIENCE: The condition for selecting learning experiences by the experts

must base on the recent or modern principles of learning. Validity: Learning experience is valid when it related objectives are in any of the three domains; cognitive affective and psychomotor. Integration: It refers to the relationship among learning experiences which brings about a unified view, and behavior is a horizontal relationship which cut across several subjects and the areas of student's life. These criteria are: 1.1.3.4