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| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
| Demonstrate the ability to apply problems solving techniques. | Students should be able to apply problem solving techniques in real life | **JANUARY** | 2-4 | PROMOTION OF LIFE SKILLS | (a)  Social problem solving techniques  (b)  Effective problems solving | 6 | Guide students to brainstorm on the meaning of problem solving techniques, discuss and explain the importances of using problem solving techniques. | By using a role play the students in their present their findings concerning problem solving. | A copy of a case study on the application of problem solving techniques. |  | (a) Explain the meaning of problem solving techniques.  (b) Explain why it is important to use problem solving techniques in solving problems. |  |
| Demonstrate an understanding of the concept structure and functioning of governments and participate in its running. | Demonstrate an understanding of his/her government. | **FEBRUARY** | 1 - 4 | GOVERNMENT OF TANZANIA. | (a)  Government. | 2 | The teacher guide students can explain the meaning and types of government and importances of government. | -//- | Written texts on the types and forms of governments. |  | (a) Explain the meaning and types of government.  (b) Illustrate the importances of government. |
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| Demonstrate an understanding of the concept, structure and functioning of government and participate in its running. | Demonstrate an understanding of his/her government. | FEBRUARY | -//- |  | (b)  The constitution | 4 | The teacher to guide students to brainstorm on the meaning of national constitution, describe the structure of the national constitution. | -//- | Copies of the national constitution. |  | 1. Explain the   meaning of national constitution.  (b) Structure of the national constitution. |  |
| (a)  Local government | 4 | Guide students to:-  -Define local government  -Describe the structure of local government  -Identify functions of local government. | Students presents their findings on the meaning of government, structure of local government and functions of local government. | Written texts on local and central government. |  | Explain why local government has important effects on people’s lives?  -Identify functions of local government. |
| 4 | Guide students to:-  -Explain sources of local government revenues.  -Explain how the local government spend its revenue. | -//- | -//- |  | 1. Explain   sources of local government revenue.  (b) Explain how the local government spend its revenue? |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
|  |  | **FEBRUARY** | -//-  -//- |  | (b)  Central government | 4 | Guide students to:-  -Explain the meaning of central government.  -Describe the structure of the central government.  -Explain the functions of the central government.  -Differentiate between local government and central government. | -//- | Written text on central government expenditure. |  | Explain the meaning of central government  -Describe the structure of central government. |  |
|  | Guide students to identify sources of central government revenue.  -Explain the central government expenditure.  -Participate in different central government activities. | Teacher to guide students to discuss how they can participate in the central government activities. | -//- |  | Explain the central government expenditure. |
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|  |  |  |  |  | (c)  Union Affairs | 2 | Guide students to discuss on the  -Reasons for and the importance of Tanganyika and Zanzibar union.  -Union affairs in the central government. | Students discuss and present on the reasons for and the importances of Tanganyika and Zanzibar Union. | -Relevant information about union matters.  National constitution of 1964. |  | Differentiate union and non-union matters in the government of united Republic of Tanzania. |  |
| Demonstrate knowledge of democratic principles and competently participate in democratic processes. | Explain what democracy is and participate in democratic activities. | **MARCH** | 1-2 | DEMOCRACY | (a)  Concept of Democracy. | 6 | Guide students to brainstorm on the:-  -Meaning and types of democracy  -Analyse the principles of democracy  -Differentiate types of democracies | Students from their groups discuss and present their finding about  -principles of a democratic country.  -Differences of a democratic and non democratic country (government) | -//- |  | Differentiate between a democratic government and non democratic. |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
|  |  | **MARCH** |  | -//- |  | 4 | Assess whether Tanzania implements democracy in accordance with the principles of democracy.  -Differentiate democratic from non democratic government. | The implementation of democracy in Tanzania. | -//- |  | Explain how students participate in democratic activities? |  |
|  | (b)  Political party (Multiparty democracy. |  | Guide students to brainstorm on the:-  -Meaning and common features of multiparty democracy.  Participation of citizens in democratic activities in the society. | Students presents their findings about the  -Meaning and common features of multiparty democracy.  -Participation of citizens in democratic activities in the society. | Written documents on common features of multiparty democracy. |  | Explain how they can participate in democratic activities. |  |
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|  |  | **MARCH** |  |  | (c)  Democratic elections. | 2  2 | Guide students in their own groups to discuss the meaning and indicators of democratic elections.  -Explain the importances of democratic elections.  -assess whether there are free and fair elections in Tanzania.  -Demonstrate a spirit of tolerance of accepting constrictive critism and defeat. | Students presents their findings on the  -Importance of democratic elections.  -Free and fair elections in Tanzania.  -Demonstration the spirit of tolerance by accepting constrictive critism and defeat. | Pictures depicting political campaigns, elections on polling day and discussions meetings. |  | Are students able to demonstrate a spirit of tolerance by accepting constructive critism and defeat. |  |
| 3-4 | **MID TERM TEST / BREAK** | | | | | | | | |
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| Demonstrates responsible sexual behaviour and gender relations. | Promote knowledge of good sexual behaviour gender concepts. | **APRIL** | 1-2 | GENDER | (a)  The concept of Gender | 2 | Teacher to guide students to brainstorm on the meaning of Gender and identify different gender concepts. | Students present their findings on the meaning of gender and identify different gender concepts. | Pictures and charts depicting gender issues. |  | Identify gender issues in the society. |  |
| **MAY** | 1-2 |  |  | Identify gender issues in the society.  -Describe socio-cultural practices that hinder equal participation between men and women in our society.  -suggest the corrective measures against negative socio-cultural practices. | -Students in groups to discuss and come up with solutions to curb negative socio-cultural practices like wife inheritances. | -televisions  -videos  -pictures & charts  -depicting bad  Socio-cultural practices. |  | Suggest corrective measures against and socio-cultural practises. |