|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
| Knowledge of national cultural values of willingness to promote the positive ones. | Show an understanding and appreciation of national cultural values. | **JANUARY TO APRIL** | 18 | CULTURE | (a)  Aspect of culture and elements of culture. |  | The teacher to guide students on the meaning of a culture, aspects and elements of culture, importances. | Students discuss and present on meaning aspects, elements and importance of culture. | Written texts on culture. |  | Explain the  -Meaning of culture.  -The aspect of culture. |  |
| (b)  Positive and negative aspect of cultural values. |  | The teacher to assign questions to students to discuss and identify positive and negative aspect of our cultural values. | Learners discuss and present their finding about positive and negative aspect of cultural values. | Written sources on gender and culture. |  | Illustrate customs which lead to gender discrimination. |
| (c)  Promotion & presentation of our cultural values. |  | -//- | -//- | -//- |  | Explain the meaning of promotion & preserving cultural values. |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
|  |  | -//- |  | -//- | (d)  Culture of prevention care and maintenance |  | -//- | -//- | A reasons person. |  |  |  |
| (e)  Promotion of life skills. |  | -//- | -//- |  |  | Demonstrate how to use different life skills. |
| Demonstrate the ability to collect, identify, classify and analyse information on prevailing globalisation issues and their effects on Tanzania and deal with them at personal level | By the end of the course, students should be able to show an understanding of globalisation issues and ability to alleviate their negative effects at personal level. | **MAY TO AUGUST** | 25 | GLOBALISATION | (a)  The concept and aspects of GLOBALISATION | 9 | The teacher to guide students in groups to read and explain the meaning of globalisation aspects of globalisation such as democratization, free market economy. | Students present their findings to the class for further clarification and summary. | New paper, radios, journal, handouts or reports. |  | (i) Explain the concept of globalisation  (ii)  The aspects of globalisation. |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
|  |  | -//- | -//- | -//- | (b)  Effects of globalization in Tanzania | 9 | The teacher to guide students to carry out a library research individually on the effects of globalisation in Tanzania and write brief notes. | Students in their groups to present their findings for class presentations about effects of Globalisation in Tanzania. | Written texts on globalisation and its effects in Tanzania. |  | Examine the effects of globalisation in Tanzania. |  |
| (c)  Challenges of globalisation for tanzanite. | 9 | The teacher to guide students to read written sources individually on globalization and identify challenges of globalisation for Tanzania. | Students present their findings on challenges of globalisation in Tanzania. | Written texts on globalisation and its challenges in Tanzania. |  | Analyse the challenges of globalisation issues for Tanzania. |
| **TERMINAL EXAMINATION**  **AND**  **LONG VACATION** | | | | | | | | |