MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY SCHEME OF WORK

SCHOOL’S NAME: **RHEMA PRE AND PRIMARY SCHOOL**

TEACHER’S NAME: **MR GONZALA L MWENDA**

CLASS: **FOUR**

SUBJECT: **CIVIC & MORAL EDUCATION**

TERMS**: I AND II**

YEAR: **2020**

**SPECIFIC COMPETENCES**

1. Respect the community
2. Appreciate the community
3. Be responsible
4. Be resilience
5. Be a person of integrity
6. Promote peace and harmony

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| **MAIN COMPETENCE** | **SPECIFIC COMPETENCE** | **TEACHING ACTIVITIES** | **MONTH** | **WEEK** | **PERIODS** | **REFERENCE** | **TEACHING AIDS** | **ASSESSMENT** | **REMARKS** |
| **RESPECT THE COMMUNITY** | **Love oneself and others** | Facilitating a pupil to identify things you should not do in any person and do different activities to comply with the guidance given by the teacher/parents/guar dians | J A N U A R Y | 2 | 5 | **Civic & moral education**  **Standard four pupils book(2019), TIE** | Relevant charts, text | a pupil to appropriately identify things you should not do in any person and do different activities to comply with the guidance given by the teacher/parents/guard  ians |  |
| guiding pupils to identify actions which show love and concern for family members and identify emerging practices in society that threaten his/her security | 3 | 6 | Relevant actions | pupils to identify actions which show love and concern for family members and identify emerging practices in society that threaten his/her security correctly |  |
|  | **Be proud of his/her school** | Facilitating a pupil to know the  organizational | 4 | 6 |  | Relevant charts,  School | a pupil to know the organizational structure  of his/her school, school |  |
|  |  | structure of his/her  school, school rules and |  |  |  | environment,  School rules | rules and principle  activities that build |
|  |  | principle activities that |  |  |  |  | school reputation |
|  |  | build school reputation |  |  |  |  | correctly |
|  |  | Facilitating a pupil to draw and respect national symbols | 5 | 6 |  | Drawings  and drawing | a pupil to draw and  respect national symbols correctly |  |
|  |  |  |  |  |  | tools |  |

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|  | **Love Tanzania by cherishing**  **her values,** | Guiding pupils to explain concepts of democracy | F E B R U A R Y | 1 | 6 | **Civic & moral education** | texts | pupils to explain concepts of democracy |  |
| **symbols and origin** | **Standard four pupils book(2019), TIE** |
|  | Guiding pupils to describe the structure of village government | 2 | 6 | Charts, texts | pupils to describe the structure of village government |  |
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| **APPRECIATE THE COMMUNITY** | **Take care of oneself and others** | Facilitating a pupil to avoid dangerous behavior in personal family and community health | 3 | 6 | Texts, | a pupil to avoid dangerous behavior in personal family and community health |  |
|  |  | Guiding pupils to | 4 | 6 |  | Texts, | pupils to perform actions of self concern and actions that demonstrate care for family members |  |
|  |  | perform actions of  self- concern and |  |  |  | actions |
|  |  | actions that |  |  |  |  |
|  |  | demonstrate care for |  |  |  |  |
|  |  | family members |  |  |  |  |
|  | **Protect the** | Facilitating a pupil to | M A R C H | 1 | 6 |  | Text, | a pupil to identify |  |
|  | **environment** | identify behaviors and activities that lead to environmental degradation |  |  |  | Real environment | behaviours and activities that lead to environmental degradation |
|  |  | Guiding pupils to in | 2 | 6 |  | Texts, | pupils to in educating |  |
|  |  | educating community |  |  |  | Real | community on |
|  |  | on environmental protection and participate in environmental care activities |  |  |  | environment. actions | environmental protection and participate in environmental care  activities |

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|  | **Build good relationship with others in the community** | Facilitating a pupil to explain actions which build good friendships with colleagues and elaborate ways of building good relations with colleagues |  | 3 | 6 | **Civic & moral education**  **Standard four pupils book(2019), TIE** | texts | a pupil to explain actions which build good friendships with colleagues and elaborate ways of building good relations  with colleagues |  |
| **BE RESPONSIBLE** | **Protect resources and interests of the country** | Guiding pupils to perform voluntary activities and value community’s resources | 4 | 6 | Activities, Community resources, | pupils to perform voluntary activities and value community’s resources correctly |  |
| **MID-TERM EXAMS** | |  | **A P R I L** | 1 |  |  |  |  |  |
| **MID-TERM BREAK** | |  | 2  3 |  |  |  |  |  |
| **OPENING & CORRECTION** | |  | 4 | 2 |  |  |  |  |
|  | **Manage school and household tasks** | Guiding pupils to fulfill duties and responsibilities at the family level and promote good governance in the family | 4 | 4 |  | texts | pupils to fulfill duties and responsibilities at the family level and promote good governance in the family correctly |  |
|  | Guiding pupils to know the responsibilities of the school leaders | 5 | 6 | texts | pupils to know the  responsibilities of the school leaders |  |
|  |  |  |  |  | correctly |

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|  | **Obey laws and regulations in doing daily activities** | Guiding pupils to identify laws and regulations applicable in his/her environment | M A Y | 1 | 6 | **Civic & moral education**  **Standard four pupils book(2019), TIE** | texts | pupils to identify laws and regulations applicable in his/her environment |  |
|  | Guiding pupil in describing actions which demonstrates violation of laws and regulations in his/her environment and the implementation of school rules and regulations | 2 | 6 | Texts, Laws, School rules | pupil in describing actions which demonstrates violation of laws and regulations in his/her environment and the implementation of school rules and regulations |  |
| **Being self- disciplined** | Facilitating a pupil to probe different issues and set targets for all things to be done | 3 | 6 |  | activities | a pupil to probe different issues and set targets for all things to  be done |  |
|  | Guiding pupils to solve problems using own capacity and efforts before asking for help | 4 | 6 |  | activities | pupils to solve problems using own capacity and efforts before asking for help |  |
| **TERMINAL EXAMS** | |  | JUN | 1 |  |  |  | | |
| **TERMINAL LEAVE** | |  |  |  |  |  |  | | |
| **OPENING AND CORRECTION** | |  |  | 2 | 6 |  |  |  |  |

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|  |  | Guiding pupils to receive advice from other people | **J U L Y JU LY Y** | 3 | 6 | **Civic & moral education**  **Standard four pupils book(2019), TIE** | activities | pupils to receive advice from other people |  |
|  | **Collaboratio n in performing household and school tasks** | Facilitating a pupil to collaborate with colleagues at school and recognize the impact of non- cooperation with colleagues at school | 4 | 6 | activities | a pupil to collaborate with colleagues at school and recognize the impact of non- cooperation with colleagues at school |  |
|  | Facilitating a pupil to be optimistic towards achieving set objectives |  | 5 | 6 |  | activities | a pupil to be optimistic towards achieving set objectives |  |
| **BE RELIENT** | **Handle challenges in daily life** | Guiding pupils to take positive steps when facing challenges faced in learning | **A U G U S T** | 1 | 6 | activities | pupils to take positive steps when facing challenges faced in learning |  |
|  |  | Guiding pupils to identify an acceptable form of life and respect different beliefs and faith of the people | 2 | 6 | Texts, activities | pupils to identify an acceptable form of life and respect different beliefs and faith of the people |  |

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|  | **The optimistic towards achieving set goals** | Guiding pupils to demonstrate positive attitude in performing everyday tasks and the behavior of learning in groups and sharing experiences and demonstrate independent life |  | 3 | 6 |  | Tasks, activities | pupils to demonsterate positive attitude in performing everyday tasks and the behavior of learning in groups and sharing experiences and demonstrate independent life |  |
|  | **Learn by analyzing issues critically** | Guiding pupils to seek information from different sources and examine things in local environment and learn from mistakes |  | 4 | 6 | activities | pupils to seek information from different sources and examine things in local environment and learn from mistakes |  |
| **MIDTERM EXAMS** | | |  |  |  |  |  |  |  |
| **MIDTERM BREAK** | | |  |  |  |  | | | |
| **OPENING AND CORRECTION** | | |  | 4 | 2 |  | | | |
| **BE PERSON OF INTERGRITY** | Be trustworthy in the community | Guiding pupils to Condemn acts of betrayal and perform act that demonstrate transparency and honesty in life | S E P T E M B E R | 4 | 4 | **Civic & moral education**  **Standard four pupils book(2019), TIE** | activities | pupils to Condemn acts of betrayal and perform act that demonstrate transparency and honesty in life |  |
|  | **Fulfill responsibiliti es with transparency and honesty** | Guiding pupils to reveal evils that taking place in the community and explain concept of hypocricy | 5 | 6 | List of evils that take place in community. | Guiding pupils to reveal evils that taking place in the community and explain concept of hypocricy |  |

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|  | **Stand up for peoples life** | Identify rights and responsibilities of different groups and identify institutions which promote human rights in Tanzania | O C T O B E R | 1 | 6 | **Civic & moral education**  **Standard four pupils book(2019), TIE** | texts | rights and responsibilities of different groups and identify institutions which promote human rights in Tanzania |  |
| **PROMOTE PEACE AND HARMONY** | **Interact with people of different cultures and backgrounds** | Identifying origin of various tribes and people of different backgrounds who live in your community | 2 | 6 | Texts, Charts  List of various tribes | origin of various tribes and people of different backgrounds who live in your community |  |
| **Respect cultural differeces and ideologies among people of different races** | Guiding pupils to explain cultural tools of Tanzania, the importance of National culture | 3 | 6 | Texts, | pupils to explain cultural tools of Tanzania, the importance of National  culture |  |
| Guiding pupils to educate oneself about different culture and showing respect for other people’s cultueres | 4 | 8 |  | texts | pupils to educate oneself about different culture and showing respect for other people’s cultueres |  |
| Build good relations with other nations | Facilitating a pupil to identify ways to improve relations with other nations and show actions that show hospitality to people of other nations | N O V | 1 | 6 |  | Texts, Actions/activit ies | a pupil to identify ways to improve relations with other nations and show actions that show hospitality to people of other nations |  |

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|  |  | Guiding pupils to identify the bases for good relations between Tanzania and other countries and explain the concept of globalization | **N O V E M B E**  **R** | 2 | 6 |  | texts | pupils to identify the bases for good relations between Tanzania and other countries and explain the concept of globalization |  |
| **GENERAL REVISION** | | |  | 3 |  |  |  |  |  |
| **STD IV NATIONAL EXAMINATIONS** | | | | | | | | | |