MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY SCHEME OF WORK

SCHOOL’S NAME:

TEACHER’S NAME:

CLASS: **SEVEN**

SUBJECT: CIVIC & MORAL EDUCATION

TERMS**: 1ST AND 2ND** YEAR: **2023**

**MAIN COMPETENCES**

1. Respecting the community
2. Valuing the community
3. Being responsible
4. Being perseverant
5. Being a person of integrity
6. Promoting peace and harmony

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| **MAIN COMPETENCE** | **SPECIFIC COMPETENCE** | **TEACHING ACTIVITIES** | **MONTH** | **WEEK** | **PERIODS** | **REFERENCE** | **TEACHING AIDS** | **ASSESSMENT** | **REMARKS** |
| **RESPECTING THE COMMUNITY** | **Loving oneself and others (10)** | To guide pupil in analysing the acts of educating the community about the importance of helping people with different needs. | J A N U A R  Y | 2 | 3 | **Civic and Moral Education Standard Seven Pupils Book(2019), TIE** | Texts, chart | pupil to analyse the acts of educating the community about the importance of helping people with different needs. |  |
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|  |  | Guiding pupil to identify acts aimed at helping and comforting people who lack various needs in the community. |  | 2 | 3 | Texts charts | pupil to identify acts aimed at helping and comforting people who lack various needs in the community. |  |
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|  | **Being proud of his/her school(10)** | Guiding pupil to identify acts of contributing to the development of his or her school |  | 3 | 3 | School motto, School anthem, text | pupil to identify acts of contributing to the development of his or her school |  |
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|  |  | Guiding pupils to implement an action plan voluntarily and doing activities for his or her school’s development |  | 3 | 3 |  | Text, Activities, | pupils to implement an action plan voluntarily and doing activities for his or her school’s development |  |
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|  |  | Guiding a pupil to using various methods and techniques of popularizing  one’s school |  | 4 | 6 |  | Activities, Text, chart | a pupil to using various methods and techniques of popularizing one’s  school |  |
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|  | **Loving Tanzania by cherishing her values and culture(15)** | Guiding pupil to Performing the actions which motivate people to promote peace in the community. | F E B R U  R | 1 | 6 |  | Text, Chart, Activity, | Pupils to  Performing the actions which motivate people to promote peace in the community. |  |
|  |  | Guiding pupil to |  | 2 | 3 |  | Text | pupil to elaborating |  |
| elaborating actions which |  |  | Actions / | actions which signify |
| signify freedom and the |  |  | activity | freedom and the unity of |
| unity of the nation |  |  |  | the nation |
|  |  | Guiding pupils to  demonstrate actions which |  | 2 | 3 | Text,  Course | pupils to demonstrate  actions which promote |  |
| promote human dignity. |  |  | book | human dignity. |
| **VALUING THE** | **Taking care of** | Guiding pupil to |  | 3 | 6 | Text, | pupil to identifying valid |  |
| **COMMUNITY** | **oneself and** | identifying valid ways |  |  | activities | ways and strategies for |
|  | **others(25)** | and strategies for  educating the community |  |  |  | educating the community  on reproductive health. |
|  |  | on reproductive health. |  |  |  |  |
|  |  | Guiding pupil to educate |  | 4 | 6 | Text | pupil to educate the |  |
| the community on fire |  |  | Charts, | community on fire |
| disasters and rescue |  |  | activity | disasters and rescue |
|  | **Conserving**  **the** | Guiding pupil to design  projects for preventing | M A R C H | 1 | 6 | Real  environmen | to design projects for  preventing environmental |  |
| **environment** | environmental |  |  | t | degradation at school |
| **and its** | degradation at school and |  |  |  | and at community levels. |
| **inhabitants(5)** | at community levels. |  |  |  |  |

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|  | **Build good relationships with others in the community(10** | Guiding pupil to explain the actions which build good relationships with other people in the community | M A R C H | 2 | 6 |  | Text, activity | pupil to explain the actions which build good relationships with other people in the community |  |
|  |  | Guiding pupil to make a declaration to denouncing actions which can jeopardise good relationship among people. |  | 3 | 6 | Text, activity | pupil to make a declaration to denouncing actions which can jeopardise good relationship among people. |  |
| **MIDTERM TESTS** | | |  | 4 |  |  |  |  |  |
| **MID-TERM BREAK**  **MARCH – APRIL 2023** | | | | | | | | | |
| **BEING RESPONSIBLE** | **Protecting resources and interests of the country(10)** | Guiding pupil to identify adverse effects of bribery on national resources and interests. | A P R I  L | 3 | 6 |  | Activity, text | to identify adverse effects of bribery on national resources and interests. |  |
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|  |  | Guiding pupil to educating the community on the effects of corruption on the resources and interests of the country. |  | 4 | 3 | Text, activity | pupil to educating the community on the effects of corruption on the resources and interests of the country. |  |
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|  | **Discharging one’s responsibilitie**  **s at school** | Guiding pupil to planning how to discharge one’s responsibilities in the  community. |  | 4 | 3 | Text, Activity, | pupil to planning how to discharge one’s responsibilities in the  community. |  |
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|  | **and at home.(5)** |  |  |  |  |  |  |  |  |
|  | **Abiding by laws in discharging one’s responsibilitie s(10)** | Guiding pupil to identify acts of compliance with the cybercrime law | M A Y | 1 | 3 |  | Texts Phone, computers | pupil to identify acts of compliance with the cybercrime law |  |
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| Guiding pupils to educate the community on the proper use of communication network |  | 1 | 3 |  | Texts Phone, computers | pupils to educate the community on the proper use of communication network |  |
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| **BEING PERSEVERAN T** | **Copying with challenges in daily life(15)** | Guiding pupil to showing perseverance when one does not have certain needs |  | 2 | 6 | **Civic and Moral Education Standard Seven Pupils Book(2019), TIE** | texts | pupil to showing perseverance when one does not have certain needs |  |
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|  |  | Guiding pupil to exemplify alternatives ways of solving various challenges in life |  | 3 | 6 | Texts activity | pupil to exemplify alternatives ways of solving various challenges in life |  |
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|  | **Achieving one’s objectives by having a positive attitude(10)** | Guiding pupil to discuss various ways of achieving one’s goal. |  | 4 | 3 |  | Texts activity | pupil to discuss various ways of achieving one’s goal. |  |
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|  | Guiding pupil to educating the community on the importance of setting objectives and achieving them for a better life. |  | 4 | 3 | Texts charts | pupil to educating the community on the importance of setting objectives and achieving them for a better life. |  |
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| **TERMINAL EXAMS** | | | J U N  E | 1 |  |  |  |  |  |
| **TERMINAL HOLIDAYS JUNE –JULY 2023** | | | | | | | | |  |
|  | **Learning by**  **analyzing** | Guiding pupils to inspiring  community to build culture | J  U | 2 | 6 |  | Text,  activity | pupils to inspiring  community to build |  |
| **issues** | of learning by analyzing | L |  |  |  | culture of learning by |
| **critically(10)** | things critically | Y |  |  |  | analyzing things critically |
| **BE A PERSON** | **Be trustworthy** | Guiding pupil to do acts |  | 3 | 3 |  | Text | pupil to do acts of |  |
| **OF** | **in the** | of demonstrating |  |  | activity | demonstrating |
| **INTERGRITY** | **community** | trustworthiness at school and in the community. |  |  |  | trustworthiness at school and in the community. |
|  |  | Guiding pupil to |  | 3 | 3 |  | Text, | pupil to respecting the |  |
| respecting the beliefs and |  |  | activity | beliefs and ideologies of |
| ideologies of other |  |  |  | other people in the |
| people in the community |  |  |  | community |
|  | **Discharge** | Guiding pupil to selecting |  | 4 | 3 |  | Text, | pupil to selecting the |  |
| **one’s** | the proper ways of |  |  | activity | proper ways of fulfilling |
| **responsibilitie** | fulfilling one’s |  |  |  | one’s responsibilities |
| **s(10)** | responsibilities |  |  |  |  |
|  |  | Guiding pupil to |  | 4 | 3 |  | Text, | pupil to explaining the |  |
| explaining the importance  of participating in the |  |  | activity | importance of  participating in the |
| election of good leaders |  |  |  | election of good leaders |
| in schools |  |  |  | in schools |

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|  | **Adminstration of justice(5)** | Guiding pupil to compairing the factors that can help the three national pillars to oversee the justice of people’s rights | A U G U S  T | 4 | 6 |  |  |  |  |
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| **PROMOTING PEACE** | **Interacting with people from different backgrounds (10)** | Guiding pupil on how to maintain good relations between Tanzanians and people from other nations. | 1 | 3 | Text, | pupil on how to maintain good relations between Tanzanians and people from other nations. |  |
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|  |  | Guiding pupil to demonstrate how to take advantage of the many opportunities resulting from the good relation between Tanzania and other nations |  | 1 | 3 | text | pupil to demonstrate how to take advantage of the many opportunities resulting from the good relation between Tanzania and other nations |  |
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|  | **Respecting cultural and ideological differences among people from different backgrounds**  **(10)** | Guiding pupil to explain how people of different ideologies and beliefs can live together at peace. | 2 | 3 | Text activity | pupil to explain how people of different ideologies and beliefs can live together at peace. |  |
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|  |  | Guiding pupil to discuss on ways of responding to the  challenges of cross-cultural |  | 2 | 3 |  | text | pupil to discuss on ways of responding to the  challenges of cross- |  |

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|  |  | interaction outside Tanzania |  |  |  |  |  | cultural interaction outside Tanzania |  |
|  | **Build good relations with other nations (10)** | Guiding pupil to highlight the responsibilities of Tanzanian ambassadors in building good relations between Tanzania and other nations. |  | 3 | 3 | text | pupil to highlight the responsibilities of Tanzanian ambassadors in building good relations between Tanzania and other nations. |  |
|  |  | Guiding pupil to identify the challenges facing the relations between Tanzania and other nations and ways of  countering them |  | 3 | 3 | text | pupil to identify the challenges facing the relations between Tanzania and other nations and ways of  countering them |  |
| **REVISION** | | | | | | | | | |
| **PRIMARY SCHOOL LEAVING EXAMINATION** | | | | | | | | | |