**SCHEME OF WORK**

**NAME OF THE SCHOOL: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ NAME OF THE TEACHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CLASS: FIVE SUBJECT: CIVIC AND MORAL EDUCATION TERM: ONE&TWO YEAR: 2021**

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| N COMPETENCE | SPECIFIC COMPETENCE | TEACHING ACTIVITIES | MONTH | WEEK | PERIODS | REFERENCE | | TEACHING AIDS | EVALUATION TOOLS | REMARKS |
| **RESPECT THE COMMUNITY** | **1.1 Love oneself and love others**  a) Perform acts which show love for people with special needs | Facilitating each pupil to identify accts which show love for people with special needs | **JANUARY** | 1 | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to help people with special needs |  |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **1.1 Love oneself and love others**  b) Perform acts which demonstrate respect for gender | Facilitating each pupil to explain the concept of gender | **JANUARY** |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **1.1 Love oneself and love others**  c) Wear appropriate clothes at different occasions | Facilitating each pupil to recognize appropriate clothes according to gender |  | 2 | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to recognize appropriate clothes according to weather | **JANUARY** |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **1.2 Be proud of his/her school**  a) elaborate good and bad aspects that identify his/her school | Facilitating each pupil to explain the concept of good and bad aspect that identify his/her school | **JANUARY** |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify good/bad aspects that identify the school |  |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **1.2 Be proud of his/her school**  b) draw his/her school emblem | Facilitating each pupil to explain the importance of school emblem |  | 3 | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **1.2 Be proud of his/her school**  c) Perform voluntary activities at school | Facilitating each pupil to explain the meaning of volunteering |  |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify activities that are done by volunteering at school | **JANUARY** |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **1.3 Love Tanzania by cherishing her values, symbols and origin**  a) Elaborate customs and traditions of Tanzania | Facilitating each pupil to explain the concept of Tanzanian customs and traditions | **JANUARY** | 4 | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **1.3 Love Tanzania by cherishing her values, symbols and origin**  b) perform acts which promote national culture | Facilitating each pupil to explain the concept of culture |  |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain the importance of national culture |  |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **1.3 Love Tanzania by cherishing her values, symbols and origin**  c) explain the use of national symbols | Facilitating each pupil to explain the meaning of national symbols | **JANUARY** | 5 | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain the uses of national symbols | **JANUARY** |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **1.3 Love Tanzania by cherishing her values, symbols and origin**  d) participate in national celebrations | Facilitating each pupil to explain the concept of national celebrations | **FEBRUARY** |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **1.3 Love Tanzania by cherishing her values, symbols and origin**  e) Elaborate the structure of ward, district and regional governments | Facilitating each pupil to elaborate the concept of government leadership | **FEBRUARY** |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain the government leadership structure |  | 6 | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain the delegation of duties in the government |  |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
| **2. Appreciate the community** | **2.1 Take care of oneself and others**  a) Identify unacceptable acts committed against the family | Facilitating each pupil to identify unacceptable acts done by family members | **FEBRUARY** |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **2.1 Take care of oneself and others**  b) Condemn evil acts against children | Facilitating each pupil to identify evil acts done against children |  |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain ways of stopping evil acts against the children |  |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **2.2 Protect the environment**  a) Evaluate the state of environmental degradation in the area | Facilitating each pupil to identify causes of environmental degradation | **FEBRUARY** |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain acts which can contribute to environmental degradation |  |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **2.3 Build good relationship with others in the community**  a) Explain best ways to promote relations with other people | Facilitating each pupil to explain the best ways to promote relations with his neighbours | **MARCH** |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **2.3 Build good relationship with others in the community**  b) Participate in solving problems and difficulties faced by others | Facilitating each pupil to contribute by all means in solving the problems and difficulties faced by others |  |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
| **3. Be responsible** | **3.1 Protect resources and interests of the country**  a) Describe ways to protect and conserve the main resources of the nation | Facilitating each pupil to identify the resources available in his/her country | **MARCH** | 9 | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to participate to protect and conserve the resources available in his/her local environment |  |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  |  |  |  |  |  | |  |  |  |
|  |  | Facilitating each pupil to use public resources for national interests |  | 10 | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **3.1 Protect resources and interests of the country**  b) Condemn the misuse of public resources | Facilitating each pupil to identify acts which suggest misuse of public resources |  |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **3.2 Manage his/her school and household tasks**  a) Demonstrate a willingness to receive the advice of others in carrying out various activities | Facilitating each pupil to share responsibilities with his/her peers in carrying out various activities at home and school | **MARCH** |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify the shortcomings in his/her carrying out activities |  |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to do outdoor activities on within a planned time frame |  | 11 | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **3.2 Manage his/her school and household tasks**  b) Explain the importance of good governance and leadership at school level | Facilitating each pupil to explain the concept of good governance |  |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **3.2 Manage his/her school and household tasks**  c) Participate in strengthening good governance at school level | Facilitating each pupil to identify the duty of strengthening good governance at school | **MARCH** |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  |  |  |  | **MIDTERM EXAMS**  **CLOSING DAY**  **OPENING DAY** | **26TH -MARCH**  **12TH APRIL** | | **2021**  **2021** |  |  |
|  | **3.3 Obey laws and regulations in doing his/her daily activities**  a) explain the importance of obeying laws | Facilitating each pupil to identify school rules and regulations | **APRIL** |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain the importance of school rules and regulations |  |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **3.3 Obey laws and regulations in doing his/her daily activities**  b) fulfill his/her obligations in compliance with the law and regulations | Facilitating each pupil to fulfill his/her regulations in compliance with the law and regulations | **APRIL** |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **3.4 Be self – disciplined**  a) Demonstrate ability in performing his/her duties | Facilitating each pupil to explain the concept of ability to perform |  | 13 | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain factors which cause reduced ability to perform | **APRIL** |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **3.4 Be self – disciplined**  b) Show a habit of working without supervision | Facilitating each pupil to explain advantages of benefits of working diligently |  |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to show a habit of working diligently without supervision |  |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **3.5 Collaborate in performing household and school tasks**  a) Collaborate with colleagues in doing household and school tasks | Facilitating each pupil to explain the concept of cooperation | **MAY** |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify benefits of collaborating in various activities |  |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to recognize effects of not collaborating with colleagues in household and school tasks | **MAY** | 18 | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **3.5 Collaborate in performing household and school tasks**  b) Plan activities which bring development in the family | Facilitating each pupil to recognize the concept of activities in the family |  |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain the importance of working in order to bring family development |  |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
| **4. BE RESILIENT** | **4.1 Handle challenges in daily life**  a) Recognize the challenges and explain how to face them | Facilitating each pupil to elaborate the concept of life challenges | **MAY** | 19 | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify various changes that can occur in life which are challenges |  |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **4.1 Handle challenges in daily life**  b) Explain the physical, health and psychological effects posed by failure to solve life challenges | Facilitating each pupil to explain psychological, health and physical effects | **MAY** |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **4.2 Be optimistic towards achieving set objectives**  a) Setting performance targets and implementation strategies | Facilitating each pupil to explain the concept of optimism |  |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify implementation strategies |  |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **4.2 Be optimistic towards achieving set objectives**  b) Evaluation, implementation of objectives in relation to the targets | Facilitating each pupil to identify achievements in implementation of set targets |  |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **4.2 Be optimistic towards achieving set objectives**  c) Identify ways of getting solutions to the implementation of the objectives | Facilitating each pupil to identify challenges of implementation of set target | **MAY** | 24 | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify ways of getting solution to the implementation challenges |  |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **4.3 Learn by analyzing issues critically**  a) Questioning things or events that take place in order to increase knowledge | Facilitating each pupil to identify objectives of questioning in daily life |  |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | **TERMINAL EXAMS** |  |  |  |  | |  |  |  |
|  | **CLOSING DAY** |  |  | **4TH JUNE-2021** |  | |  |  |  |
|  | **OPENING DAY** |  |  | **5TH JULY-2021** |  | |  |  |  |
| **5. BE A PERSON OF INTEGRITY** | **5.1 Be trustworthy in the community**  a) adhere to agreements on implementation of various activities | Facilitating each pupil to making decisions by adhering to law | **JULY** |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to work by adhering to agreements |  |  | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **5.1 Be trustworthy in the community**  b) Follow orders and instructions given to him/her | Facilitating each pupil to follow orders and instructions on planned time | **JULY** | 27 | 1 | Course books, syllabus, teacher’s guides | | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **5.2 Fulfill responsibilities with transparency and honesty**  b) Recognize the dangers of dishonesty in everyday life | Facilitating each pupil to identify effects of dishonesty in everyday life |  |  | 1 | | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain the effects of hypocrisy |  |  | 1 | | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **5.3 Standing up for people’s rights**  a) Defending his/her rights and those of others without discrimination | Facilitating each pupil to defend students’ rights in the community | **AUGUST** |  | 1 | | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to stand for justice |  |  | 1 | | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to defend his/her rights and those of others regardless of race, genealogy, income and relations | **AUGUST** |  | 1 | | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **SECOND MIDTERM EXAMS** |  |  |  | |  |  |  |
|  | **CLOSING DAY** |  |  | **3RD SEPT-2021** | |  |  |  |
|  | **OPENING DAY** |  |  | **20TH SEPT-2021** | |  |  |  |
|  | **5.3 Standing up for people’s rights**  e) Understand the constitution of the United Republic of Tanzania | Facilitating each pupil to explain the meaning of constitution | **SEPTEMBER** |  | 1 | | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
| **6. PROMOTE PEACE AND HARMONY** | **6.1 Interact with people of different backgrounds**  a) Condemn segregation in the community on the basis of colour, race, religion, tribe or lineage | Facilitating each pupil to describe the right to life to any citizen living in Tanzania |  |  | 1 | | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **6.1 Interact with people of different backgrounds**  c) Explain different ways of interacting with other people | Facilitating each pupil to identify cultures of people of other origins | **OCTOBER** |  | 1 | | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify limits of interacting with people of different origins in the social matters |  |  | 1 | | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to work with people of different origins who live in Tanzania |  | 36 | 1 | | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **6.2 Respect cultural differences and ideologies among people of different races**  a) Explain the origin of the culture of his/her tribe | Facilitating each pupil to explain the place of origin of his/her tribe in Tanzania | **OCTOBER** |  | 1 | | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain cultural items/activities which identify his/her tribe |  |  | 1 | | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **6.2 Respect cultural differences and ideologies among people of different races**  c) Describe indicators and the impact of globalization in Tanzania | Facilitating each pupil to explain the concept of globalization | **OCTOBER** |  | 1 | | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify benefits of globalization economically and socially in Tanzania |  |  | 1 | | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain the effects of globalization in our development economically, politically and culturally |  |  | 1 | | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **6.3 Build good relations with other nations**  a) Explain the benefits of cooperation between countries | Facilitating each pupil to explain the concept of international cooperation |  |  | 1 | | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify reasons for international cooperation |  |  | 1 | | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify challenges of international cooperation |  |  | 1 | | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **6.3 Build good relations with other nations**  b) Describe the diplomatic relations between Tanzania and other nations | Facilitating each pupil to identify diplomatic relations between Tanzania and other nations | **OCTOBER** |  | 1 | | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
| **GENERAL REVISIONS** |  |  | **NOVEMBER** |  |  | |  |  |  |  |
| **ANNUAL EXAMS** |  |  |  |  |  | |  |  |  |  |
| **CLOSING DAY & HOLIDAY** | **10TH DEC-2021** |  |  |  |  | |  |  |  |  |