**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**

**SCHEME OF WORK**

NAME OF THE SCHOOL: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NAME OF THE TEACHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CLASS: **SIX**

SUBJECT: **CIVIC AND MORAL EDUCATION**

TERMS**: I AND II**

YEAR: **2023**

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| COMPETENCE | SPECIFIC COMPETENCE | TEACHING ACTIVITIES | MONTH | WEEK | PERIODS | REFERENCE | TEACHING AIDS | EVALUATION TOOLS | REMARKS |
| **RESPECT THE COMMUNITY** | **1.1 Love oneself and love others in the community**  a) Demonstrate a habit of assisting people who have different problems | Facilitating each pupil to take actions to help family members when they are in need | **JANUARY** | 1 | 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 in the community**  b) Appreciate other people’s contributions to the community development | Facilitating each pupil to identify the attitudes of people which reflect their ethnicity |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to recognize the contribution of each family member to its development | **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 in the community**  c) Demonstrate good and respectable behaviour | Facilitating each pupil to behave in such a way that you can live with other people according to their habits and attitudes |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to realize the importance of good and respectable behaviour |  |  | 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 in the community**  c) Take actions to guard oneself and others against dangerous peer groups | Facilitating each pupil to realize the behaviour of a people according to their customs | **JANUARY** | 2 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to educate peer groups on the dangerous behaviour in the community they are living |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **1.2 To love and be proud of his/her school**  a) Explain the message on the school badge and anthem | Facilitating each pupil to identify the message on the school badge |  |  | 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) Condemn activities which can endanger the development of the community | Facilitating each pupil to persuade others to avoid activities which endanger the development of the community |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | **Facilitating each pupil to realize activities which indicate dangerous habits** | **JANUARY** | 3 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to realize activities which indicate dangerous habits |  |  | 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) Practices which influence others to avoid dangerous activities | Facilitating each pupil to realize practices which influence others to avoid dangerous activities |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to realize practices which instill good habits in others |  | 4 | 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**  d) Giving priority to those who are in need of immediate assistance | Facilitating each pupil to determine special groups in the community |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify people who need special attention | **FEBRUARY** | 5 | 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**  e) Practices which reflect a sense of equality | Facilitating each pupil to mention practices which reflect equality in life regardless of gender, economic status or lineage |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **2.2 Care of the Environment**  a) Identify ways of preventing environmental degradation | Facilitating each pupil to explain ways of preventing environmental degradation | **FEBRUARY** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **2.2 Care of the Environment**  b) Practices which influence others to avoid dangerous activities | Facilitating each pupil to participate in cleaning the surrounding area |  | 6 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to criticize peer groups whose habits degrade the environment |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to encourage peer groups to care for the environment | **FEBRUARY** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **2.3 Build good relationships with other people in the community**  a) Identify activities which can cause misunderstanding in the community | Facilitating each pupil to mention practices which maintain friendship with colleagues |  | 7 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to advise on how to create understanding with colleagues |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **2.3 Build good relationships with other people in the community**  b) Actions which will maintain friendship | **Facilitating each pupil to plan competitions on good neighbourliness** | **FEBRUARY** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to plan competitions on good neighbourliness |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to participate in community events |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **2.3 Build good relationships with other people in the community**  c) Resolve squabbles among colleagues | Facilitating each pupil to give advice on solving squabbles in the surrounding community |  | 8 | 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) Use his/her talents and ability to plan development activities | Facilitating each pupil to fulfill his/her duty to do development work at national level |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to participate in the activities of national development |  |  | 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) Find ways of combating misuse of public properties | Facilitating each pupil to care for the resources of the country | **MARCH** | 9 | 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**  c) Perform national security activities | Facilitating each pupil to identify various security activities |  |  | 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**  c) Analyze the qualities of a person who should be elected as national leader | Facilitating each pupil to list the qualities of a leader at the community level |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain the qualities of a leader at a national level | **MARCH** | 10 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **3.2 Managing his/her school and household tasks**  a) Recognize his/her leadership roles at school and at home | Facilitating each pupil to identify qualities of a good leader |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain qualities of leadership roles |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to differentiate leadership tasks at different levels | **MARCH** | 11 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to describe the leadership structure at his/her school |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain the foundations of good leadership |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **3.2 Managing his/her school and household tasks**  b) Discover alternative ways of solving problems | Facilitating each pupil to find ways of resolving problems |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to give serious thought before taking any action |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to plan and implement family tasks |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
| **MIDTERM EXAMS** | | |  |  |  |  |  |  |  |
| **MIDTERM BREAK 26TH MARCH-12TH APRIL** | | |  |  |  |  |  |  |  |
|  | **3.2 Managing his/her school and household tasks**  c) Recommend ways of improving performance | Facilitating each pupil to explain ways of supervising the execution of his/her school tasks | **APRIL** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to realize the importance of good administration at the national level |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to realize the importance of good administration at the national level | **APRIL** | 16 | 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 performing daily duties**  a) Know the laws of the country and follows them | Facilitating each pupil to prevent activities which are against the law |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to encourage members of the community to obey the law | **APRIL** |  | 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 performing daily duties**  b) Adhere to the law and regulations in life | Facilitating each pupil to apply the law and regulations in different contexts |  |  | 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 performing daily duties**  d) Examine the steps that are taken against breaking school rules and regulations | Facilitating each pupil to realize the importance of paying taxes for the development of the country |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **3.4 Be self – disciplined**  a) Set personal priorities and abide by them | Facilitating each pupil to accept personal shortcomings in implementing different plans | **MAY** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **3.4 Be self – disciplined**  b) Defend personal views with argument | Facilitating each pupil to live according to your target |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **3.4 Be self – disciplined**  c) Make timely decisions in performing duties | Facilitating each pupil to assess his/her daily life | **MAY** | 18 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **3.5 Collaboration in performing tasks**  a) Realize the advantages of collaborating and the disadvantages of not collaborating in performing tasks | Facilitating each pupil to realize the disadvantages of not involving other people in decision making |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to use a language that unifies people in performing a task |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
| **4. Be resilient** | **4.1 To be patient in daily life**  a) Perform activities that are within your ability when facing challenges | Facilitating each pupil to have a plan of action to face the challenge | **MAY** | 19 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to implement the plan of action |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **4.1 To be patient in daily life**  c) Demonstrate a habit of living with hope and expect success over changes | Facilitating each pupil to mention and do activities demonstrating the struggle in hard times | **MAY** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  |  |  |  |  | **TERMINAL EXAMS** | | |  |
|  |  |  |  |  |  | **CLOSING OF THE SCHOOL JUNE-2023**  **OPENING OF THE SCHOOL JULY-2023** | | |  |
|  | **4.2 Achieving set objectives by having a positive attitude**  a) Demonstrate a habit of daring and hope to achieve set objectives | Facilitating each pupil to seek alternative ways of solving problems | **JULY** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **4.2 Achieving set objectives by having a positive attitude**  b) Have a plan of action which can be implemented to achieve objectives | Facilitating each pupil to implement plans in order to achieve objectives |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to improve performance in order to achieve objectives | **JULY** | 23 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **4.2 Achieving set objectives by having a positive attitude**  c) Demonstrate a habit of learning and doing by the experience of others in order to achieve objectives | Facilitating each pupil to face the challenges of changes in life |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **4.2 Achieving set objectives by having a positive attitude**  d) Improve performance in order to achieve objectives | Facilitating each pupil to discover ways of completing tasks by estimating what it involves |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **4.3 Learning by analyzing issues critically**  c) Demonstrate a habit of collaborating with others in learning | Facilitating each pupil to realize the importance of collaborating with others in learning | **JULY** | 24 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to assist others to improve performance in learning |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to assist others to improve performance in learning |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
| **5. Be a person of integrity** | **5.1 To be trustworthy in the community**  a) Assess personal performance in fulfilling responsibilities | Facilitating each pupil to work hard for personal gain and that of the surrounding community |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to do the school and home assignments in time |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **5.1 To be trustworthy in the community**  b) Demonstrate a habit of avoiding activities which cause friction among people | Facilitating each pupil to identify activities which cause friction among people | **JULY** |  | 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 avoiding activities which cause friction among people |  |  | 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 avoiding activities which cause friction among people |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **5.2 Do your duties in transparency and honesty**  a) Prove to be honest in dealings by examples in daily life | Facilitating each pupil to perform daily activities which are beyond reproach | **JULY** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to identify the activities of a hypocrite |  | 26 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **5.2 Do your duties in transparency and honesty**  b) Show a habit of fighting hypocrisy | Facilitating each pupil to condemn hypocrisy |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to educate the community that should avoid hypocrisy |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **5.3 Stand up for people’s rights**  a) Identify customs and traditions which are against human rights | Facilitating each pupil to explain customs and traditions which are against human rights | **AUGUST** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to explain customs and traditions which are against human rights |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to recognize the harm of female genital mutilation and childhood marriages |  | 28 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **5.3 Stand up for people’s rights**  b) Educate the community to avoid customs and traditions which are against human rights | Facilitating each pupil to explain the harm of giving and receiving bribes | **AUGUST** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to condemn segregation based on gender, tribes, religion, body shape and condition |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | **Facilitating each pupil to explain the duties of human rights institutions** |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **5.3 Stand up for people’s rights**  c) Collaborate with community groups to defend human rights | Facilitating each pupil to assess the status of human rights in the community in which he/she lives | **AUGUST** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
| **SECOND MIDTERM** | | |  |  |  |  |  |  |  |
| **SECOND MIDTERM BREAK 3RD SEPTEMBER-2021**  **OPENING OF THE SCHOOL 20TH SEPT-2021** | | |  |  |  |  |  |  |  |
| **6. Promote Peace and Harmony** | **6.1 Interact with people of different ethnicity**  a) Importance of maintaining relationships in trade, culture and sports with people of different ethnicity | Facilitating each pupil to recognize the cultures of other ethnicities | **OCTOBER** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to recognize the cultures of other ethnicities |  | 34 | 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 ethnicity**  b) Explain the right to live for any citizen of Tanzania | Facilitating each pupil to discern the right of living | **OCTOBER** |  | 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 freedom of living |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **6.2 Recognize the cultural differences of different communities**  a) Know ways of building good relationship with people of different cultures | Facilitating each pupil to explain ways of inviting people of different cultures | **OCTOBER** |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to know the culture and traditions of various tribes |  | 35 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  | Facilitating each pupil to know the culture and traditions of various tribes |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **6.2 Recognize the cultural differences of different communities**  b) Explain the importance of building national unity among communities of different cultures | Facilitating each pupil to realize the importance of different cultures in creating national unity | **OCTOBER** |  | 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 dealing with the effects of globalization |  | 36 | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  | **6.3 Build good relationships with other nations**  a) Know the national policy on international cooperation | Facilitating each pupil to recognize the cooperation of Tanzania with other nations |  |  | 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 policies on business relationships with other nations |  |  | 1 | Course books, syllabus, teacher’s guides | Real objects, charts, pictures | Charts of performance, rubric, checklist, portfolio, exercises |  |
|  |  |  | **NOVEMBER** |  | **GENERAL REVISIONS**  **ANNUAL EXAMS** | | | | |
|  |  |  | **10TH DEC** |  | **CLOSING OF THE SCHOOL AND HOLIDAYS** | | | | |