|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIALS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
| Willingness to work hard and deligentle for self and national development. | Show an appreciation of the importance of work for the self development and that of the nation. | **JANUARY** | **2** | OUR NATION | (a)  The component of our nation | **2** | Guide student in group to read and discuss the components of our nation | Students presents their findings for further discussion and clarification |  |  | Analyse the components that make up our nation. |  |
| **3** |  | (b)  The National symbols | **2** | The teacher to guide students in groups to discuss the message in each national symbol and identify Tanzania’s National symbols. | Students identify Tanzania’s national symbols | Sample of the:-   * National flag * Coat of arm * Currency * Constitution * National anthem |  | Identify Tanzania’s national symbols. |
| **4** |  | (c)  National Festivals and their significances | **2** | Using calendars, diaries the teacher to guide students to discuss the significances of each national festivals. | Students in groups discuss the significances of each national festivals. | * Pictures showing various national festival events. |  | Identify national festivals  Assess the significant of national festivals. |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIALS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
| Knowledge and ability to apply life skills in life. | Explain the meaning of life skills and apply them in their lives. | **FEBRUARY** | **1**  **2**  **3**  **4** | PROMOTION OF LIFE SKILLS | (a)  Concept of a life skills (meaning and types) | **2** | 1. To guide students to   brainstorm and write down the meaning and types of life skills. Also to verify the various life skills. | Students to brainstorm and write down the meaning of life skills. | * Written texts on life skills. |  | Explain the meaning of life skills and types of life skills. |  |
| **2** | 1. Importance of a life   skills to guide students to come up with the importance of different life skills. | Students illustrate the importance of life skills. | * Written   sources on life skills like, Assertiveness, Decisions making e.t.c |  | Illustrate the importance of life skills. |
| **4** | 1. Consequences of   not applying social life skills.  The teacher to guide each group to hold a discussion on the skills provided and come up with the consequences of not applying them to solve the real life problems. | Students presents their findings on the consequences of life skills. | -//- |  | Analyse the consequences of not applying the social skills. |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIALS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
| The students demonstrate, respect for human rights and individuals dignity. | Demonstrate the ability to recognize and respect human rights and dignity. | **MARCH** | **1**  **2** | HUMAN RIGHTS | (a)  Aspect of human rights | **2**  **2** | -The teacher to guide the students in groups to read the universal declaration on human rights, discuss and summarize the various aspect of human rights.  -The teacher to guide students on the importance of human rights in our society.  -The teacher guide students to explain and discuss how human rights are related to the provision of basic needs. | -The students in groups to present their summaries in class for discussion and clarification.  -Students to make group presentations on the importance of human rights. | Copies of the Universal Declaration of Human Rights.  Copies of the Constitution of the United Republic of Tanzania. |  | Explain the importance of human rights in our society.  Relate people’s human rights to the provision of their basic needs. |  |
| **3** |  | (b) Limitations of individual Human rights. | **2** | -The teacher to guide students to brainstorm on the meaning of limitations of individual human rights.  -To guide the students to discuss the purposes of limiting individuals human rights. | -//- | List of limitations of individuals human rights. |  | i) Explain the meaning  ii) Explain the purpose of putting limitations on individual human rights. |
| **4**  **1** | **MID - TERM TESTS AND MID TERM BREAK**  **E A S T E R H O L I D A Y S.** | | | | | | | | |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIALS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
|  |  | **APRIL** | **2**  **3** |  | Human Rights Abuse | **2**  **2** | The teacher to guide students to brainstorm on the meaning of abuse of human rights.  Effects of human rights abuse in Tanzania.  How to combat human rights abuse.  Differences between limitations of individual human rights and abuses of human rights. | -//- | Articles or pictures on the abuse limitations of human rights. |  | Differentiate between limitations of individual human rights and abuse of human rights. |  |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIALS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
| An understanding of his/her civic responsibilities and fulfils them | Show on understanding of civic responsibilities and be able to fulfil them | **APRIL** | **4** | RESPONSIBLE CITIZENSHIP | (a)  Concept of citizenship  (b)  Responsibilities of citizenship.  (c)  Responsibilities to special groups – including HIV AIDS victims. | **2** | Ti guide students in groups to discuss the meaning of citizen and citizenship.   * Importance of citizenship * Explain the responsibilities of a citizen. * Practice civic responsibilities. | Students demonstrate on the importance of citizenship, responsibilities of a citizen and civic responsibilities. | A chart of a civic responsibilities of a citizen. |  | Explain the responsibilities of a citizen.  Are students able to fulfil individual civic – responsibilities. |  |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIALS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
|  |  | **MAY** | **1**  **2** | WORK | (a)  Concept of work  (b)  Importance  (c)  Relate work to the development of the nation. | **2**  **2** | To guide students on groups to discuss on the importance’s of work and to relate work to the development of our nation. | Students to summarize on the importance of work and relate the work to the development of our nation. | Pictures depicting various economic activities. |  | Are students able to relate work to the development of the nation? |  |
| Show an understanding on matters related to courtship marriage and family relationship. | Ability to analyse matters relating to family issues and makes their rights decisions. | **3** | FAMILY LIFE | (a)  Courtship and marriage  (b)  Early marriage and natural marriage | **2**  **2** | To teacher to guide students to brainstorm on the meaning importance of courtship and marriage.  Show the relationship between courtship and marriage.  Customs and beliefs that encourage premature marriage.  Foundation of stable marriage. | Students should brainstorm on the meaning   * Types and * Importance of courtship and marriage.   -Also students show the customs and believe that encourage early marriages. | Copies of case study on early marriage. |  | Identify social cultural practices and believes that encourage pre - mature marriages. |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIALS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
|  |  | **AUGUST JULY - JUNE** | **1&**  **3** | **TERMINAL EXAMINATION AND LONG VACATION** | | | | | | | | |
| **4**  **2** |  | (c)  The concept of family |  | To guide students on the meaning types and importance as of family and factors for stable family. | The groups to presents their finding for class discussion and clarification | Written documents on family. |  | Identify the types of family and give out its importance. |  |
|  | (d)  Rights and responsibilities of family members. | **2** | Guide students to discuss and list down the rights and responsibilities of each family members. | -//- | -//- |  | Analyse the rights and responsibility of each family members. |  |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIALS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
|  |  | **AUGUST** | **3**  **4** | PROPER BEHAVIOUR AND RESPONSIBLE DECISION MAKING | (a)  Meaning and types of behaviour  (b)  Elements of proper behaviour  (c)  Consequence of improper behaviours  (d)  Responsible decision making. | **2**  **2** | Guide students on their groups to discuss the types of behaviour –  -elements of proper and improper behaviour  -Consequences of improper behaviours and responsible decision making. | Students brainstorm on  -Types of behaviours  -Elements of behaviour  -Consequences of improper behaviours and responsible decision making. | Pictures depicting proper behaviour. |  | Define and identify types of behaviour elements of proper behaviour. |  |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIALS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
| Ability to use roads correctly and safety. | Use roads correctly and safety. | **SEPTEMBER** | **1**  **-**  **4** | ROAD SAFETY | (a)  Concept of road safety and importances  (b)  Causes of roads accidents  (c)  Prevention of road accidents |  | Guide student on their groups to discuss on the:-   * concept of road safety * Its importances * How to prevent road accidents | The students in their groups to present in class their findings about road safety education. | Picture and charts depicting proper use of road traffic signs. |  | Explain ways of preventing road accidents. |  |