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|  **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
| Demonstrate the ability to apply problems solving techniques. | Students should be able to apply problem solving techniques in real life  | **JANUARY** | 2-4 | PROMOTION OF LIFE SKILLS | (a)Social problem solving techniques(b)Effective problems solving | 6 | Guide students to brainstorm on the meaning of problem solving techniques, discuss and explain the importances of using problem solving techniques.  | By using a role play the students in their present their findings concerning problem solving. | A copy of a case study on the application of problem solving techniques. |  | (a) Explain the meaning of problem solving techniques.(b) Explain why it is important to use problem solving techniques in solving problems. |  |
| Demonstrate an understanding of the concept structure and functioning of governments and participate in its running. | Demonstrate an understanding of his/her government. | **FEBRUARY** | 1 - 4 | GOVERNMENT OF TANZANIA. | (a)Government. | 2 | The teacher guide students can explain the meaning and types of government and importances of government. | -//- | Written texts on the types and forms of governments. |  | (a) Explain the meaning and types of government.(b) Illustrate the importances of government. |
|  **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** |  **REMARKS** |
| Demonstrate an understanding of the concept, structure and functioning of government and participate in its running. | Demonstrate an understanding of his/her government. | FEBRUARY | -//- |  | (b)The constitution | 4 | The teacher to guide students to brainstorm on the meaning of national constitution, describe the structure of the national constitution. | -//- | Copies of the national constitution. |  | 1. Explain the

meaning of national constitution.(b) Structure of the national constitution. |  |
| (a)Local government  | 4 | Guide students to:--Define local government -Describe the structure of local government -Identify functions of local government. | Students presents their findings on the meaning of government, structure of local government and functions of local government. | Written texts on local and central government. |  | Explain why local government has important effects on people’s lives?-Identify functions of local government. |
| 4 | Guide students to:--Explain sources of local government revenues.-Explain how the local government spend its revenue. | -//- | -//- |  | 1. Explain

sources of local government revenue.(b) Explain how the local government spend its revenue? |
|  **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** |  **REMARKS** |
|  |  | **FEBRUARY** | -//--//- |  | (b)Central government  | 4 | Guide students to:--Explain the meaning of central government.-Describe the structure of the central government.-Explain the functions of the central government.-Differentiate between local government and central government. | -//- | Written text on central government expenditure. |  | Explain the meaning of central government -Describe the structure of central government. |  |
|  | Guide students to identify sources of central government revenue.-Explain the central government expenditure.-Participate in different central government activities. | Teacher to guide students to discuss how they can participate in the central government activities. | -//- |  | Explain the central government expenditure. |
|  **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
|  |  |  |  |  | (c)Union Affairs | 2 | Guide students to discuss on the -Reasons for and the importance of Tanganyika and Zanzibar union.-Union affairs in the central government. | Students discuss and present on the reasons for and the importances of Tanganyika and Zanzibar Union. | -Relevant information about union matters.National constitution of 1964. |  | Differentiate union and non-union matters in the government of united Republic of Tanzania. |  |
| Demonstrate knowledge of democratic principles and competently participate in democratic processes. | Explain what democracy is and participate in democratic activities. | **MARCH** | 1-2 | DEMOCRACY | (a)Concept of Democracy. | 6 | Guide students to brainstorm on the:--Meaning and types of democracy-Analyse the principles of democracy-Differentiate types of democracies | Students from their groups discuss and present their finding about -principles of a democratic country.-Differences of a democratic and non democratic country (government) | -//- |  | Differentiate between a democratic government and non democratic. |
|  **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
|  |  | **MARCH** |  | -//- |  | 4 | Assess whether Tanzania implements democracy in accordance with the principles of democracy.-Differentiate democratic from non democratic government. | The implementation of democracy in Tanzania. | -//- |  | Explain how students participate in democratic activities? |  |
|  | (b)Political party (Multiparty democracy. |  | Guide students to brainstorm on the:--Meaning and common features of multiparty democracy.Participation of citizens in democratic activities in the society. | Students presents their findings about the -Meaning and common features of multiparty democracy.-Participation of citizens in democratic activities in the society. | Written documents on common features of multiparty democracy. |  | Explain how they can participate in democratic activities. |  |
|  **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
|  |  | **MARCH**  |  |  | (c)Democratic elections. | 22 | Guide students in their own groups to discuss the meaning and indicators of democratic elections.-Explain the importances of democratic elections.-assess whether there are free and fair elections in Tanzania.-Demonstrate a spirit of tolerance of accepting constrictive critism and defeat. | Students presents their findings on the -Importance of democratic elections.-Free and fair elections in Tanzania.-Demonstration the spirit of tolerance by accepting constrictive critism and defeat. | Pictures depicting political campaigns, elections on polling day and discussions meetings. |  | Are students able to demonstrate a spirit of tolerance by accepting constructive critism and defeat. |  |
| 3-4 | **MID TERM TEST / BREAK** |
|  **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
| Demonstrates responsible sexual behaviour and gender relations. | Promote knowledge of good sexual behaviour gender concepts. | **APRIL** | 1-2 | GENDER | (a)The concept of Gender | 2 | Teacher to guide students to brainstorm on the meaning of Gender and identify different gender concepts. | Students present their findings on the meaning of gender and identify different gender concepts.  | Pictures and charts depicting gender issues. |  | Identify gender issues in the society. |  |
| **MAY** | 1-2 |  |  | Identify gender issues in the society.-Describe socio-cultural practices that hinder equal participation between men and women in our society.-suggest the corrective measures against negative socio-cultural practices. | -Students in groups to discuss and come up with solutions to curb negative socio-cultural practices like wife inheritances. | -televisions-videos-pictures & charts-depicting badSocio-cultural practices. |  | Suggest corrective measures against and socio-cultural practises. |