THE PRESIDENT'S OFFICE-
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

SCHEME OF WORK

SCHOOL'S NAME:

TEACHER'S NAME:

CLASS/STREAM: **FORM TWO**

SUBJECT: **CIVICS**

TERM: **1 & 2**

YEAR:**2024**

SUBJECT TEACHER'S SIGN: _____-

H/M SIGN: _____

COMPETENCE	GENERAL OBJECTIVE	MONTH	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFERENCE	ASSESSMENT	REMARKS
Demonstrate the ability to apply problems solving techniques.	Students should be able to apply problem solving techniques in real life	**JANUARY**	2	**PROMOTION OF LIFE SKILLS**	**Social problem solving techniques**	2	Guiding students to brainstorm on the meaning of problem solving techniques,	students to brainstorm on the meaning of problem solving techniques,	A copy of a case study on the application of problem	**Rashid S. &Salum R(2009), Civics for secondary schools, form two student's book, Oxford university press, Dsm**	Students to explain the meaning of problem solving techniques.	
			3		**Effective problems solving**	2	To guide students to explain the importance of using problem solving techniques.	Students to discuss and explain the importance of using problem solving techniques.	solving techniques.		Students to 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**	4 TO 2	**GOVERN-MENT OF TANZANIA.**	**Concept of Government.**	4	To guide students to explain the meaning and types of government and importance of government.	students can explain the meaning and types of government and importance of government.	Written texts on the types and forms of governments.		Students to explain the meaning and types of government. Students to Illustrate the importances of government.	
Demonstrate an understanding of the concept, structure and functioning of government and participate in its running.	Demonstrate an understanding of his/her government.		3 & 4		**The constitution**	4	Guiding students to brainstorm on the meaning of national constitution, describe the structure of the national constitution.	students to brainstorm on the meaning of national constitution, describe the structure of the national constitution.	Copies of the national constitution.		students to explain the meaning of national constitution. Structure of the national constitution.	
		MARCH	1		**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.		Students to explain why local government has important effects on people's lives? To Identify functions of local government.	

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			2			2	Guiding students to:- -Explain sources of local government revenues. -Explain how the local government spend its revenue.	students to:- -Explain sources of local government revenues. -Explain how the local government spend its revenue	Written texts on local and central government.		Students to explain sources of local government revenue. To Explain how the local government spend its revenue?	
COMPETENCE	**GENERAL OBJECTIVE**	**MONTH**	**WEEK**	**MAIN TOPIC**	**SUB-TOPIC**	**PERIODS**	**TEACHING ACTIVITIES**	**LEARNING ACTIVITIES**	**T/L MATERIAS**	**REFERENCE**	**ASSESSMENT**	**REMARKS**
		MARCH	3	**GOVERN-MENT OF TANZANIA.**	**Central government**	4	Guiding 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.	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.	**Rashid S. &Salum R(2009), Civics for secondary schools, form two student's book, Oxford university press, Dsm**	Students to explain the meaning of central government To Describe the structure of central government.	
			4									
MIDTERM TEST												
MIDTERM BREAK 28TH MARCH – 08TH APRIL 2024												
		APRIL	2			2	Guiding students to identify sources of central government revenue. To Explain the central government expenditure. To Participate in different central government activities.	students to identify sources of central government revenue. -Explain the central government expenditure. -Participate in different central government activities.	Written text on central government expenditure.		Students to explain the central government expenditure.	
			3 & 4		**Union Affairs**	4	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.	

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Demonstrate knowledge of democratic principles and competently participate in democratic processes.	Explain what democracy is and participate in democratic activities.	**MAY**	1 & 2	**DEMOCRACY**	**Concept of Democracy.**	8	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)	Lesson notes, journals		Differentiate between a democratic government and non democratic.	
			3 & 4									
TERMINAL EXAMINATIONS												
TERMINAL LEAVE 31TH MAY – 01TH JULY 2023												
COMPETENCE	**GENERAL OBJECTIVE**	**MONTH**	**WEEK**	**MAIN TOPIC**	**SUB-TOPIC**	**PERIODS**	**TEACHING ACTIVITIES**	**LEARNING ACTIVITIES**	**T/L MATERIAS**	**REFERENCE**	**ASSESSMENT**	**REMARKS**
		JULY	1 & 2			6	Guiding students to Assess whether Tanzania implements democracy in accordance with the principles of democracy. -Differentiate democratic from non democratic government.	students to Assess whether Tanzania implements democracy in accordance with the principles of democracy. -Differentiate democratic from non democratic government.	Lesson notes, journals	**Rashid S. &Salum R(2009), Civics for secondary schools, form two student's book, Oxford university press, Dsm**	students to Assess whether Tanzania implements democracy in accordance with the principles of democracy. -To differentiate democratic from non democratic government.	
			3 & 4									
		AUGUST	1		Political party (Multiparty democracy.	1	Guiding 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.		Students to Explain how they can participate in democratic activities.	
		AUGUST	2 & 3		Democratic elections.	*5*	Guiding students to explain the meaning and indicators of democratic elections. -Explain the importances of democratic elections. -assess whether there are free and fair elections in Tanzania. -	Students explain the -Importance of democratic elections. -Free and fair elections in Tanzania.	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.	
			4									
MIDTERM TEST												

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MIDTERM BREAK 30TH AUGOST – 16TH SEPTEMBER 2024												
		SEPT	4 1		**Democratic elections.**	4	Demonstrate a spirit of tolerance of accepting constrictive critism and defeat.	-Demonstration the spirit of tolerance by accepting constrictive critism and defeat.				
Demonstrates responsible sexual behaviour and gender relations.	Promote knowledge of good sexual behaviour gender concepts.	**OCTOBER**	2	**GENDER**	**The concept of Gender**	2	Guiding 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.	
COMPETENCE	**GENERAL OBJECTIVE**	**MONTH**	**WEEK**	**MAIN TOPIC**	**SUB-TOPIC**	**PERIODS**	**TEACHING ACTIVITIES**	**LEARNING ACTIVITIES**	**T/L MATERIAS**	**REFERENCE**	**ASSESSMENT**	**REMARKS**
		OCTOBER	3	**GENDER**	**The concept of Gender**	1	Guiding students to Identify gender issues in the society.	students to Identify gender issues in the society.	Written	**Rashid S. &Salum R(2009), Civics for secondary schools, form two student's book, Oxford university press, Dsm**	students to 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.	
						1	-Describe socio-cultural practices that hinder equal participation between men and women in our society. -suggest the corrective measures against negative socio-cultural practices.	-Describe socio-cultural practices that hinder equal participation between men and women in our society. -suggest the corrective measures against negative socio-cultural practices.				
FORM TWO NATIONA ASSESSMENT EXAMINATION												
END OF YEAR BREAK												

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