

**THE PRESIDENT'S OFFICE-
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

SCHEME OF WORK

TEACHER'S NAME: ELIAS Z LEVUKA

SCHOOL'S NAME: MAGHARE S.S

SUBJECT: **CIVICS**

CLASS/STREAM: **FORM FOUR**

YEAR: **2026**

TERM: **1 & 2**

COMPETEN CE	GENERAL OBJECTIVES	M C N T H	W E E K	MAIN TOPIC	SUB-TOPIC	P E R I O D S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFERENCES	ASSESSMENT	REMA RKS	
Knowledge of national cultural values of willingness to promote the positive ones.	Show an understanding and appreciation of national cultural values.	J A N	2	CULTURE	Aspect and elements of culture.	2	To guide students on the meaning and importances.	Students discuss and present on meaning and importance of culture.	Written texts on culture.	ZabronM(2002), Civics for Secondary schools, Book four, Business printer Ltd, Dar es salaam	Students to explain the meaning and importance of culture, aspects of culture and the elements of culture,		
		F E B	3			3	To guide students to explain aspects of culture	Using group discussion, students to explain aspects of culture					
			4			3	To guide students to explain the elements of culture,	students to explain the elements of culture,					
		F E B	2		Positive and negative aspect of cultural values.	2	Guiding students to identify positive and negative aspects of culture	students to identify positive and negative spectrs of culture	Written sources on gender and culture.			students to identify positive and negative spectrs of culture	
			3			2	Guiding students to analyse customs which lead to gender discrimination	Students to discuss and list customs which lead to gender discrimination	Written document			Students to identify customs which lead to gender discrimination	
		M A R C H	1			2	To point out customs and practices that lead to the spread of HIV/AIDS and STI's	Students to point out customs and practices that lead to the spread of HIV/AIDS and STI's	Written document			Students to identify customs and practices that lead to the spread of HIV/AIDS and STI's	
			2			2	To analyse the impact of the negative aspects of our customs	Students to analyse the impact of the negative aspects of our customs	Written document			Students to identify the impact of the negative aspects of our customs	
			3			2	To analyse propose ways and actions to be taken against negative aspects of our socio-cultural value	Students to analyse propose ways and actions to be taken against negative aspects of our socio-cultural value	Written document			Students to propose ways and actions to be taken against negative aspects of our socio-cultural value	
			4			1	Using questions and answers to guide students to name institutions which are responsible for promoting our cultural values.	students to name institutions which are responsible for promoting our cultural values.	Written text		Student to be able to promote our cultural values		

			4			1	Guiding students to explain the problems which face the promotion of cultural value	students to explain the problems which face the promotion of cultural value	Written text		Students to explain problems facing promotion of cultural values	
COMPETENCE	GENERAL OBJECTIVES	M O N T H	W E K	MAIN TOPIC	SUB-TOPIC	P E R I O D S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFERENCES	ASSESSMENT	REMARKS
			4			2	Guiding students to discuss and mention possible solutions to the problems arising in the process of promoting and preserving our cultural values.	students to discuss and mention possible solutions to the problems arising in the process of promoting and preserving our cultural values.	Written text		Students to find out solution to problems of promoting cultural values	
MIDTREM ASSESSMENT												
MIDTERM BREAK 28TH MARCH – 08TH APRIL 2024												
		A P R I L	2		Promotion of life skills.	2	Guiding students to brainstorm on the meaning of life skills,	students to brainstorm on the meaning of life skills,	Written documents, Text book	ZabronM(2002), Civics for Secondary schools, Book four, Business printer Ltd, Dar es salaam	student to identify and explain the life skills and its application	
			3 & 4			4	Guiding students to choose situation which needs application of life skills, and role play the situation	Students to role play on the situation which needs application of life skills				
		M A Y	1 & 2			4	Guiding students to suggest appropriate solution to the problem or situation	students to suggest appropriate solution to the problem or situation				
			3		Promotion and prevention of our worthy culture values	2	Guiding students to brainstorm and write the meaning of preventive care and maintenance of personal and public property	students to brainstorm and write the meaning of preventive care and maintenance of personal and public property	Written documents,		Guiding students to brainstorm and write the meaning of preventive care and maintenance of personal and public property	
TERMINAL ASSESSMENT												
TERMINAL 31TH MAY – 01TH JULY 2024												

Demonstrate the ability to collect, identify, classify and analyse information on prevailing globalisation issues and their effects on	By the end of the course, students should be able to show an understanding of globalisation issues and ability to alleviate their	J U L Y	1 2 & 3		Promotion and prevention of our worthy culture values	2	Guiding students to brainstorm and write the meaning of preventive care and maintenance of personal and public property	students to brainstorm and write the meaning of preventive care and maintenance of personal and public property	Written documents,		Guiding students to brainstorm and write the meaning of preventive care and maintenance of personal and public property	
		A U G U S T	1 2 3			10						
			4									
COMPETENCE	GENERAL OBJECTIVES	M O N T H	W E E K	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFERENCES	ASSESSMENT	REMARKS
MIDTERM TEST												
MIDTERM BREAK 30 TH AUGUST – 16 TH SEPTEMBER 2024												
Tanzania and deal with them at personal level Demonstrate the ability to collect, identify, classify and analyse information on prevailing globalisation issues and their effects on Tanzania and deal with them at personal level	negative effects at personal level.	S E P T E M B O C T O B E R	4	GLOBALISATION -	The concept and aspects of GLOBALISATION	2	The teacher to guide students in groups to read and explain the meaning of globalisation aspects of globalisation such as democratization, free market economy.	Students present their findings to the class for further clarification and summary.	New paper, radios, journal, handouts or reports.	ZabronM(2002), Civics for Secondary schools, Book four, Business printer Ltd, Dar es salaam	Students to explain the concept of globalisation And the aspects of globalisation.	
	By the end of the course, students should be able to show an understanding of globalisation issues and ability to alleviate their negative effects at personal level.		1		Effects of globalization in Tanzania	2	The teacher to guide students to carry out a library research individually on the effects of globalisation in Tanzania and write brief notes.	Students in their groups to present their findings for class presentations about effects of Globalisation in Tanzania.	Written texts on globalisation and its effects in Tanzania.		Examine the effects of globalisation in Tanzania.	
			2 & 3		Challenges of globalisation for tanzanite.	4	The teacher to guide students to read written sources individually on globalization and identify challenges of globalisation for Tanzania.	Students present their findings on challenges of globalisation in Tanzania.	Written texts on globalisation and its challenges in Tanzania.		Analyse the challenges of globalisation issues for Tanzania.	
		O C T O B E R	4	PREPARATION FOR CSEE								

