MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

SCHEME OF WORK

Name of teacher: _____

Year:

Class/Stream: **FORM TWO**

Name of School: **TEACHER.AC WEBSITE**

TERM: **1 to 4**

Subject: **CIVICS**

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.	

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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**

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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.		(a) 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.	-//-	-//-		(a) Explain sources of local government revenue. (b) Explain how the local government spend its revenue?	

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		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.	

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							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.	
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					(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.	

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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**

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		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.	

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		MARCH			(c) Democratic elections.	2 2	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.	

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			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.	

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		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 bad Socio-cultural practices.		Suggest corrective measures against and socio-cultural practises.	