

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING



CIVICS SYLLABUS FOR ORDINARY SECONDARY
EDUCATION

FORM I-IV

© Ministry of Education and Vocational Training, 2005
First reprint, 2010
Second reprint, 2012
Third reprint, 2017

ISBN 978-9976-61-300-1

Designed and prepared by:

Tanzania Institute of Education

P.O. Box 35094

Dar es Salaam, Tanzania

Tel+255222773005/277420/2780891

Fax No. +255 22 2774420

website: www.tie.go.tz

E-mail: director.general@tie.go.tz

All rights reserved. No part of this publication may be reproduced, reported, stored in any retrieval system or transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without prior permission of the copyright owner.

TABLE OF CONTENTS

1.0 Introduction.....	iv
2.0 Aims and Objectives of Education in Tanzania.....	iv
3.0 Aims and Objectives of Secondary Education.....	v
4.0 General Subject Competences	v
5.0 General Subject Objectives.....	vi
6.0 Structure of the Syllabus.....	vi
Form One	1
Form Two	26
Form Three	52
Form Four	71

1.0 Introduction

This Civics syllabus is a revised version which has been prepared to replace that of 1996 which has phased out. The revision process focused on change in paradigm from that of content based to competence based curriculum. Moreover, the revision was inevitable due to the fact that the 1996 syllabus did not sufficiently consider the current social, cultural, global, technological, subject biases and cross cutting issues taking place worldwide but particularly in Tanzanian Society.

In addition, the revision has also taken into consideration on the requirements for the Secondary Education Development Plan (SEDP). This syllabus has been introduced for implementation from January 2005.

2.0 Aims and Objectives of Education in Tanzania

The general objectives of education in Tanzania are to:

- a) Guide and promote the development and improvement of the personalities of the citizens of Tanzania, their human resources and effective utilization of those resources in bringing about individual and national development.
- b) Promote the acquisition of appropriate culture, customs and traditions of the people of Tanzania.
- c) Promote the acquisition and appropriate use of literary, social, scientific, vocational, technological, professional and other forms of knowledge, skills and understanding for the development and improvement of the condition of man and society.
- d) Develop and promote self-confidence and an inquiring mind, an understanding and respect for human dignity and human rights and a readiness to work hard for personal self-advancement and national improvement.
- e) Enable and expand the scope of acquisition, improvement and upgrading of mental, practical, productive and other life skills needed to meet the changing needs of industry and the economy.
- f) Enable every citizen to understand the fundamentals of the National.
- g) Constitution as well as the enshrined human and civic rights, obligations and responsibilities.
- h) Promote love for work, self and wage employment and improved performance in the production and service sectors.
- i) Inculcate principles of the national ethics and integrity, national and international cooperation, peace and justice through the study, understanding and adherence to the provisions of the National Constitution and other international basic charters.
- j) Enable a rational use, management and conservation of the environment].

3.0 Aims and Objectives of Secondary Education

In Tanzania Secondary education refers to post primary formal education offered to learners who successfully completed seven years of primary education and have met the requisite entry qualifications.

The aims and objectives of secondary education are to:

- a) Consolidate and broaden the basic ideas, knowledge, skills and attitudes acquired and developed at the primary education level.
- b) Enhance further development and appreciation of national unity, identity, ethics, personal integrity, respect for human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations.
- c) Promote linguistic ability and effective use of communication skills in Kiswahili, English and other languages.
- d) Prepare opportunities for the acquisition of knowledge, skills, attitudes, and understanding in prescribed or selected fields of study.
- e) Prepare students for tertiary and higher education, vocational, technical and professional training.
- f) Inculcate a sense and ability for self-study, self-confidence and self- advancement in new frontiers of science and technology, academic and occupational knowledge and skills.
- g) Prepare students to join the world of work.

4.0 General Subject Competences

General competences are expressions that describe what a secondary school student does as a result of learning this subject. The student who has successfully completed the Civics course should have an ability to :

- a) Demonstrate knowledge and appreciation for our cultural heritage and natural resources and an ability to preserve them.
- b) Demonstrate an understanding of globalization issues and ability to reflect critically on their impact on our society.
- c) Demonstrate knowledge of and respect for the rights and responsibilities of a citizen in a democratic state.
- d) Collect, select, organize and analyse information related to current events which shape the development of our country.
- e) Demonstrate willingness to work hard for his/her own and national development.
- f) Demonstrate an understanding and appreciation of democratic values and competently participates in the democratic processes.

- g) Demonstrate knowledge of the government, its workings and participates effectively in its establishment and running.
- h) Demonstrate knowledge of Cross-Cutting Issues (CCI) their impact on our society and takes appropriate action.

5.0 General Subject Objectives

The teaching of Civics is intended to enable students to:

- a) Promote an understanding and appreciation for our nation, its culture and better management of our resources.
- b) Develop an understanding and appreciation of the current international understanding and cooperation and be able to evaluate its impact on our society.
- c) Develop civic responsibility and active civic participation.
- d) Develop the ability of collecting and analyzing information about current events which shape the social, cultural, political, economical and technological development of the Tanzania society.
- e) Enable students develop into full human personalities who are able to accept the challenges of working hard for their own development and the development of the nation.
- f) Develop an understanding of what democracy is, an appreciation of its values and participation in its development.
- g) Promote an understanding of the concept of government, its purpose and importance, its organization so as to prepare them for participation in its establishment and running.
- h) Promote an understanding of cross-cutting issues, their impact upon the society and intervention steps to be taken for our own national interests.

6.0 Structure of the Syllabus

The syllabus contains two main parts. Part one contains an introduction, the general competences and objectives of the teaching the subject. Part two contains the following; the class level competences, class level objectives, topics, sub-topics, specific objectives, teaching/learning strategies, teaching/ learning materials, assessment and number of periods.

6.1 Class level competences

There are the skills, knowledge and attitudes that the learner is expected to have achieved after completing a particular class.

6.2 Class level objectives

These are sets of behavioural changes to be exhibited by teacher learner after completion of a course in a given class.

6.3 Topics

These are general contents of the subject matter that are expected to be used to in each class over a year to develop the intended competences.

6.4 Sub-topics

These are smaller division of the topics and are teachable.

6.5 Specific objectives

These have been developed from each sub-topic. Specific objectives outline the specific competence or skills whether cognitive, psychomotor or affective which the student should be able to accomplish.

6.6 Teaching and learning strategies

These are the methods that a teacher is expected to employ while teaching a particular specific objective. The teacher is strongly advised to use only those participatory and learner-centred strategies in order to enhance the teaching/ learning process. The teacher should also intent other appropriate strategies of his/her own apart from those suggested in the syllabus.

6.7 Teaching and Learning Materials

These are the teaching and learning resources the teacher is expected to use while teaching his/her subject matter. The teacher is also expected to identify and improvise other relevant teaching/learning materials available in his/her locality.

6.8 Assessment

For every specific instructional objective, there is suggested question or area for assessment, formative and summative assessment should be geared towards mastering all the competences and skills developed within the course. The teacher should use tools of assessment to make assessment of a student by the end of the lesson. These tools are for example; exercises, tests, quiz, role plays, examinations, project work and portfolios.

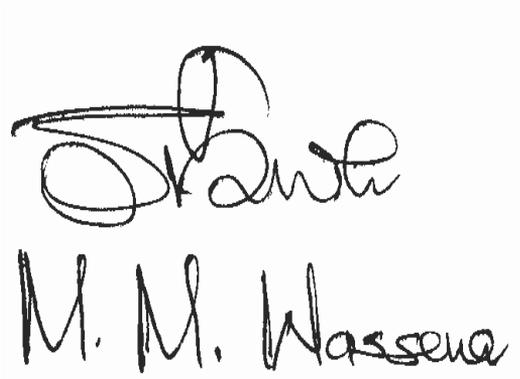
6.9 Number of periods

Number of periods is an estimated time to be used to teach a given topic/ sub-topic. Each period is 40 minutes. The numbers of periods have been taken into account the time needed to adequately cover the sub-topic. Some topics need more time than others depending on the nature and weight of the topic. The teacher is advised to make maximum use of time allocated in classroom instruction. Lost instructional time should always be compensated for.

DECLARATION

Ordinary level secondary education is a four year course which has been designed to prepare students for the Advanced level or other tertiary education. A student will be recognised as a form four graduate when he/she successfully completes and pass secondary education examinations conducted by the National Examination Council of Tanzania

This document is hereby declared as the Syllabus of Civics subject for ordinary secondary education course.

A handwritten signature in black ink, appearing to read 'M. M. Wassewa', is displayed within a light gray rectangular box. The signature is written in a cursive style with a large initial 'M'.

Commissioner for Education
Ministry of Education and Vocational Training

FORM ONE

CLASS LEVEL COMPETENCES

Student should have the ability to:

1. Demonstrate willingness to work hard and diligently for self and national development.
2. Demonstrate respect for human rights and individual dignity.
3. Demonstrate an understanding of his/her civic responsibilities and fulfils them.
4. Analyze matters relating to family issues and makes the right decisions.
5. Use roads correctly and safely.
6. Demonstrate knowledge and ability to apply life skills in life.

CLASS LEVEL OBJECTIVES

By the end of Form One the students should be able to:

- a) Show an appreciation of the importance for work for self development and that of the nation.
- b) Demonstrate the ability to recognize and respect human rights and dignity.
- c) Show an understanding of civic responsibilities and be able to fulfill them.
- d) Show an understanding on matters related to courtship, marriage and family relationships.
- e) Use roads correctly and safely.
- f) Explain the meaning of life skills and apply them in their lives.

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
1.0 OUR NATION 1.1 The Components of our Nation.	The student should be able to: analyse the components that make up our nation.	i) Using written texts on nation the teacher to guide students in groups to read and discuss the components of our nation. ii) The teacher to guide the students in their groups to present their findings for further discussion and clarification.	<ul style="list-style-type: none"> Copies of written texts on the components of a nation. Copies of written text on the components of a nation on Braille for visually impaired students. 	Is the student able to analyse the components that make up our nation?	5
1.2 The National Symbols.	The student should be able to: a) identify Tanzania's national symbols. b) explain the significance of each national symbol.	i) Using samples of national symbols the teacher to guide students in groups to discuss the message in each national symbol. ii) i)The teacher to guide students to sing the national anthem and thereafter discuss its message. Using samples of the national symbols the teacher to guide students in small groups to discuss the significance of each national symbol and thereafter present their work to the class for further discussion and clarification.	<p>Samples of the national flag, coat of arms, various denominations of our currency, the constitution and a copy of the national anthem.</p> <ul style="list-style-type: none"> Samples of national symbols. Samples of national symbols in tactile diagram for visually impaired students. 	Is the student able to identify Tanzania's national symbols? Is the student able to explain the significance of our national symbols?	9

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	c) identify Tanzania's national festivals and their significance.	i) The teacher to guide students in groups to brainstorm and identify Tanzania's national festivals. ii) Using calendar and diaries the teacher to guide students in small groups to discuss the significance of each national festival and activities taking place. iii) Students in their groups to present their work in class for discussion, clarification and summary.	<ul style="list-style-type: none"> Pictures showing various national festival events, government calendar and diaries. Tactile picture showing various national festival events, government calendar and diaries. 	Is the student able to: 1. identify national festivals 2. assess the significance of national festivals.	
2.0 PROMOTION OF LIFE SKILLS 2.1 Meaning and Types of Life Skills.	The student should be able to: a) explain the meaning and types of life skills.	i) The teacher to guide students to brainstorm and write down the meaning of life skills. ii) Using written texts on life skills the teacher to guide students in groups to discuss and identify various life skills. iii) The teacher to guide each group to make a presentation of its findings in class for discussion and clarification.	<ul style="list-style-type: none"> Written texts on life skills. Written texts on life skills on Braille for visually impaired students. 	Is the student able to explain: 1. the meaning of life skills? 2. the types of culture.	39

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>b) illustrate the importance of life skills.</p>	<p>i) The teacher to provide students in groups with written sources on various life skills. ii) The teacher to guide each group to read the sources, discuss and come up with the importance of different life skills. iii) The teacher to guide students to present group findings for class discussion and clarification.</p>	<ul style="list-style-type: none"> Written sources on life skills (like Assertiveness, communication skills, Decision Making Skills, Self Awareness, Negotiation skills, and Relationship skills). Written sources on life skills in Braille. 	<p>Is the student able to illustrate the importance of life skills?</p>	
	<p>c) demonstrate how to use social skills.</p>	<p>The teacher to use case studies or role plays to guide students to identify and demonstrate such social skills as working with others, understanding their roles, building positive relationship, with friends and family, listening and communicating effectively, taking responsibility and coping with stress.</p>		<p>Is the student able to demonstrate how to use different social skills?</p>	

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	d) analyse the consequences of not applying social skills.	i) The teacher to divide students in groups and issue each group with VIPP card containing one social skill. ii) 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 real life problems. iii) The teacher to guide each group to present findings to the class for discussion, clarification and summary.	VIPP cards.	Is the student able to analyse the consequences of not applying social skills?	
3.0 HUMAN RIGHTS 3.1 Aspects of Human Rights.	The student should be able to : a) define human rights. b) explain the various aspects of human rights.	The teacher to guide students to brainstorm on the meaning of human rights. i) The teacher to guide the students in groups to read the Universal Declaration on Human Rights, discuss and summarize the various aspects of human rights.	• Copies of the Universal Declaration of Human Rights.	Is the student able to define human rights?	8
				Is the student able to explain the various aspects of human rights?	

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		<p>ii) The students in groups to present their summaries in class for discussion and clarification</p> <p>iii) Using the Constitution of the United Republic of Tanzania, students to work in groups to read, discuss and compare the various aspects of human rights as provided in the Constitution with those of the Universal Declaration of Human Rights.</p> <p>iv) The students to present their findings for class discussion and clarification.</p> <p>v) The teacher to guide the students to prepare a summary on the common aspects of human rights in the universal declaration of human rights and in the constitution.</p>	<ul style="list-style-type: none"> Copies of the Constitution of the United Republic of Tanzania written in Braille for visually impaired students. 		

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	c) explain the importance of human rights in our society.	i) Using handouts on Human Rights the teacher to guide students in their groups to read, discuss and write down the importance of human rights in our society. ii) The students to make group presentations on the importance of human rights for class discussion and clarification.	<ul style="list-style-type: none"> • Handouts on Human Rights. • Handouts on Human Rights written in Braille for visually impaired students. 	Is the student able to explain the importance of human rights in our society?	
	d) relate human rights to the provision of basic needs.	The teacher to use a role play or a case study to guide students to discuss and explain how human rights are related to the provision of basic needs.	<ul style="list-style-type: none"> • Written case studies. • Written case studies on Braille. 	Is the student able to relate people's human rights to the provision of their basic needs?	
	e) evaluate the role of government and different pressure groups in the promotion of human rights in Tanzania.	i) Students in groups to discuss and list down the ways in which: <ul style="list-style-type: none"> • They can participate in promoting human rights. 		Is the student able to evaluate the role of government and different pressure groups in the promotion of human rights in Tanzania?	

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
3.2 Limitations of Individual Human Rights.	The student should be able to: explain the meaning and purpose of limitations of individual human rights.	<ul style="list-style-type: none"> • Different pressure groups can participate in promoting human rights in Tanzania. • The government can promote and protect human rights. <p>i) The teacher to guide students to brainstorm on the meaning of limitations of individual human rights.</p> <p>ii) Using a list of limitations of individual human rights teacher to guide students to role play on the limitations of individual human rights.</p> <p>iii) The teacher to use questions and answers to guide students to discuss and explain the purpose of limiting individual human rights.</p>	<ul style="list-style-type: none"> • A list of limitations of individual rights. • A list of limitations of individual rights written in Braille for visually impaired students. 	Is the student able to explain the meaning and purpose of putting limitations on individual human rights?	4

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
3.3 Human Rights Abuse.	The student should be able to explain the meaning and effects of human rights abuse.	i) The teacher to guide students to brainstorm on the meaning of abuse of human rights. ii) The teacher to guide students to role play abuse of human rights. iii) The teacher to guide students to use the role play and articles/pictures on abuse of Human rights to discuss ingroups:- <ul style="list-style-type: none"> • The kind of human rights abuse individuals can experience. • Examples of abuse of human rights experienced in Tanzania including stigmatizing HIV/AIDS patients. • Effects of human rights abuse in Tanzani How to combat human rights abuse. iv) The students in groups to present their work in class for discussion and clarification. v) Students to prepare a summary of the topic.	<ul style="list-style-type: none"> • Articles/pictures on the abuse Limitations of human rights. • Tactile diagram on the abuse/ limitation of human rights. 	Is the student able to differentiate between limitations of individual human rights and abuse of human rights?	5

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
4.0 REONSIBLE CITIZENSHIP 4.1 Concept of citizenship.	The student should be able to: a) explain the meaning of citizen and citizenship.	i) Using written texts on citizenship the teacher to guide students in groups to read, discuss and write down the meaning of citizen and citizenship. ii) Teacher to guide students to carry out class discussion and summarize the meaning of citizen and citizenship.	<ul style="list-style-type: none"> • Written text on the concept of citizenship. • Braille text on the concept of citizenship for visually impaired students. 	Is the student able to explain the meaning of: 1. citizen 2. citizenship?	10
4.2 Citizenship Responsibilities.	The student should be able to: a) explain the responsibilities of a citizen.	Using written documents on citizenship the teacher to guide students to read, discuss and prepare a list of types and the importance of citizenship and thereafter present findings in class for further discussion and clarification. i) Using a role play students in groups to identify, discuss and prepare a list of civic responsibilities of a citizen. ii) The students in groups to present their work in class.	<ul style="list-style-type: none"> • Written docu ments on citizenship. • Cuttings from newspapers on naturalization notices. • A chart of civic responsibilities of a citizen. • Tactile chart of civic responsibilities of a citizen. 	Is the student able to: 1. explain types of citizenship. 2. explain the importance of citizenship? Is the student able to explain the responsibilities of a citizen?	

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>c) point out her/his responsibilities towards special group.</p>	<p>class for further discussion and clarification.</p> <p>i) The teacher to guide students to brainstorm on their responsibilities towards special groups.</p> <p>ii) The teacher to guide students to role play on how to help special groups.</p> <p>iii) The teacher to arrange a field trip to special group centers for the students to:</p> <ul style="list-style-type: none"> • get to know them • extend their friendship • help them accordingly <p>iv) The teacher to guide students in groups to prepare a report of the visit for class presentation.</p>	<p>Centres for special groups.</p>	<p>Is the student able to point out his/her responsibilities towards special groups?</p>	
<p>5.0 WORK</p> <p>5.1 The Meaning of Work.</p>	<p>The student should be able to:</p> <p>a) define work.</p>	<p>The teacher to guide students to brainstorm on the meaning of work.</p>		<p>Is the student able to define work?</p>	<p>6</p>

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	b) name different work related activities done in the community.	i) The teacher to guide students in small groups to discuss different work related activities done in their community. ii) The teacher to guide students in their groups to develop a chart showing work related activities and then present in class for discussion and clarification.		Is the student able to name different work related activities done in the community?	
5.2 Importance of Work.	The student shouldm be able to: a) explain the importance of work for sel development.	i) Using pictures with messages on the importance of work teacher to guide students in groups to discuss on the importance of work. ii) The teacher to guide students to summarize the agreed points. iii) Using songs/case studies and role play, the teacher to emphasize on the importance of work for self development.	<ul style="list-style-type: none"> • Pictures with messages on the importance of work. • Written songs. • Tactile pictures with messages on the importance of work for visually impaired students. 	Is the student able to explain the importance of work for self development?	5

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	b) relate work to the development of the nation.	i) Using pictures depicting various economic activities the teacher to guide students in groups to discuss the relationship between work and national development. ii) Students in groups to present their work in class and the teacher to guide a discussion for clarification and summary.	<ul style="list-style-type: none"> • Pictures depicting various economic activities. • Tactile pictures depicting various economic activities. 	Is the student able to relate work to the development of the nation?	
6.0 FAMILY LIFE 6.1 The Concept of Family.	The student should be able to: a) define family. b) identify types of families.	The teacher to guide students to brainstorm on the meaning of family. i) The teacher to guide students in groups to read written documents on family, discuss and write down types of family. ii) The groups to present their work for class discussion and clarification.	<ul style="list-style-type: none"> • Written documents on family. • Written documents on family in Braille for visually impaired students. 	Is the student able to define family? Is the student able to identify the types of families?	4

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>c) analyse the importance of family.</p>	<p>i) The teacher to guide students in groups to read written documents on family, discuss and write down the importance of family and thereafter make class presentations for</p> <p>ii) The teacher to guide students to write down a summary on the importance of family.</p>	<ul style="list-style-type: none"> • Written documents on family. • Written documents on family in Braille for visually impaired students clarification. 	<p>Is the student able to analyse the importance of family?</p>	
	<p>d) identify factor contributing to family stability.</p>	<p>i) Using pictures or case studies the teacher to guide students in groups to identify, discuss and list down factors which contribute to family stability for class discussion and clarification.</p> <p>ii) The teacher to use question and answers to guide students to discuss the importance of family stability to the:</p> <ul style="list-style-type: none"> • members of family • community • nation 	<ul style="list-style-type: none"> • Pictures or a written case study on family stability. • Tactile pictures or a written case study on family stability for visually impaired students. 	<p>Is the student able to identify factors contributing to family stability?</p>	

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
6.2 Courtship and Marriage.	The student should be able to: a) explain the meaning and importance of courtship.	The teacher to guide students to brainstorm on the meaning and importance of courtship.		Is the student able to explain the meaning and importance of courtship?	5
	b) explain the relationship between courtship and marriage.	Using video showing courtship and marriage the teacher to guide students through questions and answers to discuss on the importance of proper courtship as a basis for good marriage.	<ul style="list-style-type: none"> • Video/pictures showing courtship and marriage. • Tactile pictures showing courtship and marriage. 	Is the student able to explain the relationship between courtship and marriage?	
	c) identify customs and beliefs that encourage premature/early marriages.	i) The teacher to invite a guest speaker from the community who is knowledgeable to talk about problems associated with premature marriages. ii) Teacher to guide students to prepare a summary of the talk.	Resource person.	Is the student able to identify social cultural practices and beliefs that encourage premature marriages?	

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	d) identify foundations of a stable marriage.	i) The teacher to guide students to role play on a stable and unstable marriage. ii) The teacher to guide students to hold a class discussion and come up with factors that constitute the foundations of a stable marriage. iii) The Teacher to lead students to prepare a summary of the talk.		Is the student able to identify the foundations of a stable marriage?	
6.3 Rights and Responsibilities of Family Members.	The student should be able to: a) analyse the rights and responsibilities of each member in the family. b) assess the consequences of failure by family members to carry out their responsibilities.	Using charts or pictures of family members the teacher to guide students to discuss and list down the rights and responsibilities of each member in the family and summarize in a class discussion. i) The teacher to guide students to role play family rights and responsibilities ii) each to guide students to debate on whether it is important to participate in family responsibilities.	<ul style="list-style-type: none"> • Charts or pictures of family members performing different roles. • Tactile charts or pictures of family members performing different roles. Written text.	Is the student able to analyze the rights and responsibilities of each member in the family? Is the student able to assess the consequences of failure by family members to carry out their responsibilities?	5

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		ii) TTeacher to summarize the debate, emphasizing on the importance of students carrying out family responsibilities.			
7.0 PROPER BEHAVIOUR AND RESPONSIBLE DECISION MAKING 7.1 Meaning and Types of Behaviour.	The student should be able to explain the meaning and types of behaviour.	i) The teacher to guide students to brainstorm on the meaning of behaviour. ii) The teacher to use questions and answers to guide students to explain/identify types of behaviours.	Written documents on behaviour.	Is the student able to define meaning and identify types of behaviour?	10
7.2 Elements of Proper Behaviour.	The student should be able to: a) identify elements or indicators of proper behaviour.	i) The teacher to guide students to brainstorm on the elements or indicators of proper behaviour. ii) Students in groups to carry out school survey to find out indicators of proper behaviour in the school. iii) Students in their groups to present their findings in class on both indicators of good behaviour and bad behaviour	<ul style="list-style-type: none"> • Posters or pictures depicting proper behaviour. • Posters in Braille or tactile pictures depicting proper behaviour. 	Is the student able to identify the elements indicators of proper behaviour?	

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>b) analyse the consequences of improper behaviour to him/herself and others.</p>	<p>iv) The teacher to guide a class discussion on the behaviour of the school children a presented.</p> <p>v) Students to prepare a summary on the indicators of proper behaviours as depicted by students in the school. Thereafter students to come up with suggestions to curb bad behaviour.</p> <p>i) The teacher to guide the students to role play a variety of behaviours in class.</p> <p>ii) The teacher to guide the students to discuss and distinguish between proper and improper behaviour from the role plays and explain the differences.</p> <p>iii) The teacher to guide students to use portfolios to evaluate their own daily behaviours and note down: Occasions when they have behaved properly.</p>	<p>Students' behaviour portfolios.</p>	<p>Is the student able to analyse the consequences of improper behaviour to him/her self?</p>	

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		<ul style="list-style-type: none"> • Occasions when they have behaved improperly and reasons for their misbehaviour. • Consequences of their misbehaviour to themselves and others. iv) The teacher to guide students in groups to: <ul style="list-style-type: none"> • Monitor each other's behaviour. • Keep records of each other's behaviour. 			
	c) explain the importance of behaving properly.	i) Teacher to guide students to take a walk out in the street and write down incidences of proper behaviour .Thereafter the teacher to guide students in groups to discuss the cause and consequences of improper behaviours in our society. ii) The students in their groups to prepare a chart showing proper behaviour to the society.	Written documents on proper behaviour.	Is the student able to explain the importance of showing proper behaviour in our society?	

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
7.3 Responsible Decision Making.	The student should be able to: a) explain the meaning and importance of responsible decision making.	iii) The students in their groups to present their charts in class for discussion, clarification and summary. i) The teacher to guide students to brainstorm on the meaning of making responsible decisions. ii) Using case studies the teacher to guide students in groups to read and discuss to: • identify bad decisions in case study. • participate consequences of making irresponsible decisions. • identify ways to cope with peer pressure to make wrong decisions. • identify people in the school and community who care for them. iii) The students in groups to present their findings in class.	<ul style="list-style-type: none"> • Written documents on decision making. • Written documents on decision making in Braille. 	Is the student able to explain the meaning and importance of responsible decision making ?	11

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>iv) The teacher to guide a class discussion to clarify groups' presentations.</p> <p>b) illustrate skills needed to make healthy decisions.</p>	<p>i) The teacher to guide students through the following</p> <ul style="list-style-type: none"> • steps for decision making: defining a problem • listing alternatives to the problem stating criteria to consider • evaluating alternatives in terms of chosen criteria. • using a chart to interpret and arrive at a decision <p>ii) The teacher to provide the students in groups with one issue each for decision making practice.</p> <p>iii) Students to follow the steps learned to make a decision over the issue.</p> <p>iv) Students in groups to present the decisions they had made for further discussion and clarification.</p>	<p>List of issues on decision making.</p>	<p>Is the student able to follow the correct steps in decision making?</p>	

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
<p>8.0 ROAD SAFETY EDUCATION</p> <p>8.1 Importance of Road/Traffic Signs.</p>	<p>The student should be able to:</p> <p>a) explain the meaning of road or traffic signs.</p> <p>b) give correct interpretation of road or traffic signs.</p> <p>c) explain the importance of obeying road or traffic signs.</p> <p>d) explain consequences of failure to observe road or traffic signs.</p>	<p>i) Using a road traffic chart teacher to guide students to identify different road or traffic signs and their meaning.</p> <p>ii) Teacher and students to make a field trip to observe traffic signs.</p> <p>Using sketches of different road traffic signs, the teacher to guide students to interpret different road or traffic signs.</p> <p>Using chart of road traffic signs the teacher to guide students to discuss the importance of obeying road or traffic signs.</p> <p>Using pictures reports and articles on road accidents the teacher to guide students to discuss and list down possible consequences of failure to observe road or traffic signs.</p>	<ul style="list-style-type: none"> • Charts on road or traffic signs. • Tactile charts on road or traffic signs. <p>Sketches of different road or traffic signs.</p> <ul style="list-style-type: none"> • Charts on road or traffic signs. • Tactile charts on road or traffic signs. • Pictures, reports and articles on road accident. • Reports and articles on road accident written in Braille for visually impaired students. 	<p>Is the student able to explain the importance of road or traffic signs?</p> <p>Is the student able to give correct interpretation of road or traffic signs?</p> <p>Is the student able to explain the importance of obeying road or traffic signs?</p> <p>Is the student able to explain consequences of failure to observe road or traffic signs?</p>	<p>10</p>

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
8.2 Causes of road accidents.	The student should be able to: a) identify causes of road accidents.	Students to brainstorm and identify causes of road accidents.		Is the student able to identify causes of road accidents?	6
	b) assess the magnitude of road accidents in Tanzania.	The teacher to invite a traffic police officer to explain the magnitude of road accidents in the country.	Resource person.	Is the student able to explain the magnitude of road accidents in Tanzania?	
8.3 Prevention of road accidents.	The student should be able to: a) explain ways of preventing road accidents.	Using pictures and charts showing proper use of road or traffic signs the teacher to guide students to brainstorm on ways of presenting road accidents.	<ul style="list-style-type: none"> • Pictures and charts depicting proper use of road traffic signs. • Tactile pictures and charts depicting proper use of road traffic signs. 	Is the student able to explain ways of preventing road accidents?	6
	b) help the disabled, children and the elderly to cross roads.	i) The teacher to guide students in groups to discuss different activities they can carry out in order to help the disabled and children to cross roads safely.	Resource person.	Is the student able to help the disabled, children and the elderly to cross road?	

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		ii) The students in their groups to present in class for discussion, clarification and summary. iii) Using songs or pictures teacher to sensitize students to help the elderly, the disabled and the children when crossing roads and boarding buses.			

FORM TWO

CLASS LEVEL COMPETENCES

Student should have the ability to:

1. Apply problem solving techniques.
2. Demonstrate an understanding of the concept, structure and functioning of government and participates in its running.
3. Demonstrate knowledge of democratic principles and competently participates in democratic processes.
4. Demonstrate responsible sexual behaviour and gender relations.

CLASS LEVEL OBJECTIVES

By the end of Form Two course, the student should be able to:

- a) Apply problem solving techniques in real life situations.
- b) Demonstrate an understanding of his/her government.
- c) Explain what democracy is and participate in democratic activities.
- d) Promote knowledge of good sexual behaviour and gender concepts.

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
<p>1.0 PROMOTION OF LIFE SKILLS</p> <p>1.1 Social Problem Solving Techniques.</p>	<p>The student should be able to:</p> <p>a) explain the meaning and importance of applying problem solving techniques.</p>	<p>i) The teacher to guide students to brainstorm on the meaning of problem solving techniques.</p> <p>ii) Using a role play or a case study the teacher to guide students in groups to discuss and explain the importance of using problem solving techniques.</p>	<ul style="list-style-type: none"> • A copy of a case study on the application of problem solving techniques. • A copy of a case study on the application of problem solving techniques written in Braille for visually impaired students. 	<p>Is the student able to explain the meaning and importance of applying problem solving techniques?</p>	<p>3</p>
	<p>b) identify steps in the problem solving process.</p>	<p>i) The teacher to use a story or a case study or a role play to guide students in groups to discuss, identify and list down the following steps in the problem solving process.</p> <ul style="list-style-type: none"> • Initiating mediation • Gathering information • Defining the problem • Generating alternatives • Agreeing in solution • Following through to see how the plan is carried out 	<ul style="list-style-type: none"> • Written documents on problem solving skills. • Written documents on problem solving skills in Braille. 	<p>Is the student able to identify the six steps in the problem solving process?</p>	<p>3</p>

TOPIC/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		<p>ii) The groups to present their list explaining how each step works and how the steps flow into each other</p> <p>iii) The teacher to lead a class discussion to clarify points.</p>			
	c) practice solving problem.	The teacher to use students real life problems/ conflicts in class or at home to guide students individually or in groups as the case may be through the steps in order to solve their problems/ conflicts.		Is the student able to use the six steps effectively to solve their problems?	
2.0 GOVERNMENT OF TANZANIA 2.1 Concept of Government.	The student should be able to: a) explain the meaning and types of government.	<p>i) The teacher to guide students to brainstorm on the meaning of government.</p> <p>ii) By using written texts on types and forms of government, the teacher to guide students to read, discuss and identify types and forms of government.</p>	<ul style="list-style-type: none"> Written texts on the importance of government. Texts on the importance of government written in Braille. 	Is the student able to explain the meaning of government?	3

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>b) illustrate the importance of government.</p>	<p>The teacher to guide</p> <p>i) Students in small groups to read written texts on the importance of government, discuss, and write down the importance of government and make group presentations in class.</p> <p>ii) Students to discuss and summarize the importance of government.</p>	<ul style="list-style-type: none"> • Written text on types and forms of government. • Texts on types and forms of government written in Braille for visually impaired students. 	<p>Is the student able to illustrate the importance of government?</p>	
<p>2.2 The Constitution.</p>	<p>The student should be able to:</p> <p>a) explain the meaning and the structure of the national constitution.</p>	<p>i) The teacher to guide students to brainstorm on the meaning of a national constitution.</p> <p>ii) Using copies of the national constitution the teacher to guide the students in groups to discuss and describe the structure of the national constitution.</p> <p>iii) The teacher to guide students in groups to present their findings for class discussion and further clarification.</p>	<ul style="list-style-type: none"> • Copies of the national constitution. • Copies of the national constitution in Braille for visually impaired students. 	<p>Is the student able to explain the meaning and the structure of national constitution?</p>	<p>10</p>

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	b) explain: <ul style="list-style-type: none"> • How the constitution is made. • Its importance. • Its relationship to the government of Tanzania. • How it is safeguarded. 	i) The teacher to invite an officer who is knowledgeable about the national constitution like a member of parliament, a councillor, a district magistrate to explain: <ul style="list-style-type: none"> • How the constitution is made. • Its importance • How the constitution is related to the Tanzanian Government • How to safeguard and amend the national constitution. ii) Guide students to ask questions related to how the court is made, its importance and safeguarded.	Copies of the national constitution.	Is the student able to explain : <ol style="list-style-type: none"> 1. how the national constitution is made? 2. its relationship to the Tanzanian government? 3. how it is safe-guarded? 	
2.3 Local Government.	The student should be able to: <ol style="list-style-type: none"> a) define local government. 	The teacher to guide students to brainstorm on the meaning of local government.	Chart showing structure of village, street and district government/council.	Is the student able to define local government?	18

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	b) describe the structure of local government.	i) Using organizational chart of local government and copies of national constitution the teacher to guide students to read, discuss and describe the structure of local government in Tanzania. ii) Teacher to guide a class discussion for the students to summarize the structure of local government.	<ul style="list-style-type: none"> Organizational chart of local government National constitution. Organizational chart of local government in tactile for visually impaired students. 	Is the student able to describe the structure of local government?	
	c) identify functions of local government.	i) The teacher to invite a knowledgeable person to talk to the students about functions of local government. ii) The teacher to guide students to write a summary on the functions of the local government.	<ul style="list-style-type: none"> Resource person. Charts with functions of local governments. 	Is the student able to identify functions of local government?	
	d) participate actively in functions of either school or local government.	i) Using charts showing functions of school or local government the teacher to guide students to role play the functions of either the school or local government.	<ul style="list-style-type: none"> Written charts showing functions of either school or local government. 	Is the student able to participate actively either in the functions of school government,	

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>ii) Using written songs/ case studies the teacher to emphasize the importance of participating actively in the functions of school/ local government.</p>	<p>ii) Using written texts the teacher to guide students to read, discuss and explain why local governments have an important effect on people's lives.</p> <p>ii) Students in groups to present their work in the entire class for further discussion and clarification.</p>	<ul style="list-style-type: none"> Written songs on participation in local government functions. Tactile charts showing functions of either school or local government for visually impaired students. Written texts on local government. Written texts on local government in Braille for visually impaired students. 	<p>or local government?</p> <p>Is the student able to explain why local government has an important effect on people's lives?</p>	
	<p>e) explain why the local government has an important effect on his/her life.</p>	<p>i) Using written texts the teacher to guide students to read, discuss and explain why local governments have an important effect on people's lives.</p> <p>ii) Students in groups to present their work in the entire class for further discussion and clarification.</p>	<ul style="list-style-type: none"> Written texts on local government. Written texts on local government in Braille for visually impaired students. 	<p>Is the student able to explain why local government has an important effect on people's lives?</p>	
	<p>f) explain sources of local government revenue.</p>	<p>i) The teacher to guide students in groups to read written texts and discuss sources of local government revenue.</p>	<ul style="list-style-type: none"> Written texts on local government revenue. 	<p>Is the student able to explain sources of local government revenue?</p>	

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
2.4 Central Government	g) explain how the local government spend its revenue.	ii) The teacher to lead class discussion to clarify and summarize on the sources of local government revenue. i) Using written sources teacher to guide students in groups to read on, discuss and write down how the local government spends its revenue. ii) Students in their groups to present their work in class for further discussion and clarification.	<ul style="list-style-type: none"> Written texts on local government revenue in Braille for visually impaired students. Written texts on local government expenditure. Written texts on local government expenditure in braille. 	Is the student able to explain how the local government spends its revenue?	14
	The student should be able to: a) explain the meaning of central government. b) describe the structure of the central government.	i) The teacher to guide students to brainstorm on the meaning of central government. ii) The teacher to use questions and answers to guide a class discussion to come up with the structure of central government.	Tanzania Constitution and other documents with information on central government. Resource persons. Organizational charts showing the structure and the three arms of government.	Is the student able to explain the meaning of central government? Is the student able to describe the structure of central government?	

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		ii) Using charts, questions and answers the teacher to guide students to identify the three arms of the central government iii) The teacher to invite a knowledgeable person from the government to talk about structure and functions of each arm of central government.	<ul style="list-style-type: none"> Organizational charts showing the structure and the three arms of government in tactile for visually impaired students. 		
	c) explain the functions of the central government.	i) The teacher to use written texts to guide students in groups to read, discuss and write down the functions of the central government. ii) Students in their groups to present their work in class. iii) Using an empty organizational chart the teacher to guide students to prepare a summary of the functions of central government.	<ul style="list-style-type: none"> Written texts on the functions of the central government such as the national constitution. Written texts on the functions of the central government such as the national constitution in Braille. 	Is the student able to explain functions of central government?	

TOPIC/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	d) differentiate between local government and central government.	i) The teacher to assign students in groups to gather information from written sources on local and central government ii) The teacher to guide student to prepare a summary of the differences between local and central government.	<ul style="list-style-type: none"> • Written texts on local and central government. • Written texts on local and central government in Braille. 	Is the student able to differentiate between local government and central government?	
	e) Identify sources of central government revenue.	The teacher to: i) Guide students in groups to read written texts on central government revenue, discuss and prepare a list of central government revenue sources. ii) Clarify points and guide students to summarize the sources of central government revenue.	<ul style="list-style-type: none"> • Written texts on sources of central government revenue. • Written texts on sources of central government revenue in Braille. 	Is the student able to identify sources of central government revenue?	
	f) explain the expenditure of the central government.	i) The teacher to guide students in groups to read written texts on central government expenditure	<ul style="list-style-type: none"> • Written texts on central government expenditure. 	Is the student able to explain the expenditure of the central government?	

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>g) participate in different central government activities.</p>	<p>discuss and prepare a summary on the topic. ii) Students in their groups to present the work in class for discussion and clarification.</p>	<ul style="list-style-type: none"> Written texts on central government expenditure in Braille. 		
	<p>The teacher to guide students to role play on how they can participate in the central.</p>			<p>Is the student able to participate in different central government</p>	
<p>2.5 The Tanganyika and Zanzibar Union.</p>	<p>The student should be able to: a) explain the reasons for and importance of Tanganyika and Zanzibar Union.</p>	<p>i) By using written texts on the union the teacher to guide students in groups to read and discuss the reasons for the union. ii) By using written texts on the union between Tanganyika and Zanzibar the teacher to guide students in groups to read and discuss the importance of the union. iii) The teacher to guide students in their groups to present their findings for class discussion and further clarification.</p>	<ul style="list-style-type: none"> Written texts on Tanganyika and Zanzibar Union. Written texts on Tanganyika and Zanzibar Union in Braille. 	<p>Is the student able to explain the importance of and reasons for Tanganyika and Zanzibar Union?</p>	<p>6</p>

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	b) identify union matters in the government of the United Republic of Tanzania.	i) The teacher to guide students to collect information on union matters from government officials in the community or documents from the library and use it for group discussion. ii) The teacher to guide students in groups to present their findings in class. iii) Using VIPP cards the teacher to guide students to summarize union and non union matters.	<ul style="list-style-type: none"> • Relevant information about union matters. • Flash cards on union matters. • National Constitution. • VIPP cards. 	Is the student able to differentiate union from non- union matters in the government of the United Republic of Tanzania?	
	c) suggest strategies for improving the union's stability.	i) Using newspapers, the teacher to assign students to find out information on factors that may cause instability to the union. ii) The teacher to guide students in groups to discuss the factors and propose ways of improving the union stability.	Newspaper cuttings and other relevant documents.	Is the student able to suggest strategies for improving our union stability?	

TOPIC/SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
3.0 DEMOCRACY 3.1 Types of Democracy.		iii) The teacher to guide students in groups to present their work in class. iv) The teacher to guide a class discussion to clarify and summarize points.			
	The student should be able to: a) explain the meaning of democracy. b) analyse the principles of democracy.	i) The teacher to guide students to brainstorm on the meaning of democracy. ii) The teacher to guide a class discussion to develop the correct meaning of democracy. i) The teacher to guide students in groups to read written texts on principles of democracy, identify, discuss and write down the strengths and weaknesses of the principles of democracy. ii) The teacher to guide students in their groups to present their findings for class discussion and further clarification.	<ul style="list-style-type: none"> • Written texts on the principles of democracy. • Written texts on the principles of democracy in Braille for visually impaired students. 	Is the student able to explain the meaning of democracy? Is the student able to analyse the principles of democracy?	24

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	c) differentiate types of democracy.	i) The teacher to guide students in groups to read, identify and explain the different types of democracy. ii) The teacher to guide students in groups to identify and discuss different features of each type. iii) Students in their groups to present their work for class discussion and clarification. iv) The teacher to guide students to prepare a summary of different types of democracy.	<ul style="list-style-type: none"> • Written texts on types of democracy. • Written texts on types of democracy in Braille for visually impaired students. 	Is the student able to differentiate types of democracy?	
	d) assess whether Tanzania implements democracy in accordance with the principles of democracy.	i) Using the jigsaw method the teacher to guide students in groups to read one fundamental principle of democracy each and discuss how it operates in Tanzania.	<ul style="list-style-type: none"> • Written texts on the principles of democracy. • Written texts on the principles of democracy in Braille for visually impaired students. 	Is the student able to assess whether Tanzania implements democracy in accordance with the fundamental principles of democracy?	

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		ii) The teacher to guide students in their groups to gather information from other groups and write down how the different principles operate in Tanzania. iii) The teacher to use the questions and answers method to conclude on whether Tanzania implements the fundamental principles of democracy.			
	e) differentiate democratic from non democratic government.	The teacher to guide: i) Students to brainstorm on the features of democratic government. ii) Students to brainstorm on the features of a non democratic government. iii) Students in groups to carry out a research on the school government, the village government or written documents on democratic and non democratic	<ul style="list-style-type: none"> • Written texts on the democratic and non-democratic governments. • Written texts on the democratic and non-democratic governments in Braille for visually impaired students. 	Is the student able to differentiate democratic from non-democratic government?	

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>f) analyse common features of multiparty democracy.</p>	<p>government to ascertain whether those operate as democratic or non-democratic governments.</p> <p>iv) Students in their groups to present their reports in class for discussion and clarification.</p> <p>v) Students to prepare a summary on the differences between democratic and non-democratic government.</p> <p>i) The teacher to guide students to brainstorm on the meaning and common features of multiparty democracy.</p> <p>ii) The teacher to provide students in groups with written texts on features of multiparty democracy to read, discuss and prepare a list of common features</p>	<p>• Written texts on common features of multiparty democracy.</p> <p>• Written texts on common features of multiparty democracy in Braille.</p>	<p>Is the student able to analyse common features of multiparty democracy?</p>	

TOPIC/SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>g) explain how he/she can participate in democratic activities in the society.</p>	<p>The teacher to guide students to:</p> <ul style="list-style-type: none"> i) Brainstorm on how they can participate in democratic activities in school and in the community. ii) Discuss and to come up with ways in which students can participate in democratic activities at the school level or community. iii) Use the question and answer method to guide students to discuss the importance of citizens participating in democratic activities. iv) Practice in taking part in democratic activities such as: <ul style="list-style-type: none"> • Voting over leaders or issues • Discussing public issues 	<ul style="list-style-type: none"> • Written texts on the participation of people in democratic activities in a given society. 	<p>Is the student able to explain how he/she can participate in democratic activities in the society?</p>	

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		v) Use a song to emphasize on the importance of participating in democratic activities vi) Guide students in groups each to discuss on how to : <ul style="list-style-type: none"> • Join a political party • Stand as a candidate in an election • Take part in the work of a political party • Stay informed about what is in parliament • Participate in Youth organization vii) Present their findings for class discussion and clarification. viii) Prepare debates based on these democratic activities.			

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
3.2 Democratic Elections.	The student should be able to: a) explain the meaning and indicators of democratic elections. b) explain the importance of democratic elections.	i) The teacher to guide students to brainstorm on the meaning of democratic elections. ii) By using written texts the teacher to guide students to read, identify, discuss and write down the indicators of democratic elections. iii) The teacher to guide students in their groups to present their findings for class discussion and clarification.	<ul style="list-style-type: none"> • Newspaper cuttings. • Election posters. • Written texts on democratic elections. • Election posters written in Braille. • Written texts on democratic elections in Braille. 	Is the student able to explain the meaning and indicators of democratic election?	11
		i) The teacher to guide students to role play democratic elections of the school or village government. ii) The teacher to use the questions and answers method to guide students to identify major indicators of democratic elections from the role play.	Copies of written texts on factors which may work against democratic elections.	Is the student able to explain the importance of democratic elections?	

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>c) assess whether there are free and fair elections in Tanzania.</p>	<p>iii) The teacher to guide the students to discuss in groups and come up with the importance of carrying out democratic elections. iv) Students in groups to present their answers in class for discussion, clarification and summary. v) The teacher to use written texts to guide students in groups to read, discuss and come up with factors which may work against democratic elections. vi) Students in their groups to present their findings for class discussion and clarification</p>		<p>Is the student able to assess whether there are free and fair elections in Tanzania?</p>	

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>d) demonstrate a spirit of tolerance by accepting constructive criticism and defeat.</p>	<p>ii) Role play free and fair elections. The students to observe the role play and make notes on the indicators of free and fair elections as displayed in the role play.</p> <p>iii) Invite an official e.g. a magistrate, to explain how free and fair elections is ensured in democratic societies.</p> <p>iv) Prepare a summary based on the guests talk and indicators of free and fair elections as observed in the role play.</p> <p>v) Prepare a debate on whether there is free and fare elections in Tanzania.</p> <p>i) The teacher to guide students to role play one at a time political campaigns, free and fair elections and discussion meetings. The role play should display constructive criticism and acceptance of defeat.</p>		<p>Is the student able to demonstrate spirit of tolerance by accepting constructive criticism and defeat?</p>	

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		<ul style="list-style-type: none"> ii) Students to observe the role play and list down the indicators of tolerance as displayed. iii) Students to evaluate the role play and through questions and answers to discuss the importance of accepting criticism and defeat in a democratic society. iv) The teacher to guide students in groups to discuss factors which contribute to lack of tolerance, acceptance of defeat and criticism in Tanzania and suggest solutions to these problems. v) The teacher to prepare situations in which students will role play and demonstrate a spirit of tolerance and accept constructive criticism and defeat. 			

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
<p>4.0 GENDER</p> <p>4.1 The Concept of Gender.</p>	<p>The student should be able to:</p> <p>a) explain the meaning of gender.</p> <p>b) identify different gender concepts.</p>	<p>The teacher to guide students to brainstorm on the meaning of gender.</p> <p>The teacher to:</p> <p>i) Provide students with gender concepts written on a VIPP card and to guide them in groups to discuss and write down what each concept mean.</p> <p>ii) Guide each group to paste-up its answer for class discussion and clarification.</p> <p>iii) Summarize such concepts as gender balance, gender roles, gender blind, gender stereotype, gender discrimination, gender equity, gender analysis and gender mainstreaming.</p> <p>iv) Guide students to present their group findings, for class discussion and further clarification.</p>	<ul style="list-style-type: none"> • Pictures and charts depicting gender. • Tactile pictures and charts depicting gender. • VIPP cards. • Written texts on gender. 	<p>Is the student able to explain the meaning of gender?</p> <p>Is the student able to identify different gender concepts?</p>	<p>26</p>

TOPIC/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>c) identify gender issues in the society.</p>	<p>i) The teacher to guide students to discuss in groups and identify gender issues in the society. ii) The teacher to guide students to present their group findings, for class discussion and further clarification.</p>	<ul style="list-style-type: none"> • Pictures and charts depicting gender issues. • Tactile pictures and charts depicting gender issues. 	<p>Is the student able to identify gender issues in the society?</p>	
	<p>d) describe socio cultural practices that hinder equal participation between men and women in our society.</p>	<p>The teacher to guide: i) Students in groups to investigate socio cultural practices that hinder equal participation between men and women in the community. ii) Discussion in groups on the observations made. Thereafter, the students to present the findings of their groups for class discussion and clarification.</p>	<ul style="list-style-type: none"> • Pictures and charts depicting different socio-cultural practices. • Tactile pictures and charts depicting different socio cultural practices. 	<p>Is the student able to describe socio cultural practices that hinder equal participation between men and women in our society?</p>	

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>iii) Students to summarize responses and clarify such negative socio cultural practices as wife inheritance, female genital mutilation, early marriages, regarding women as sex objects, women discrimination and oppression.</p>	<p>The teacher to guide students in groups to:</p> <p>i) Discuss the effects of negative/socio-cultural practices to individuals and society.</p> <p>ii) Dramatize on the effects of negative socio-cultural practices to individuals and society</p> <p>iii) Discuss and come up with solutions to curb negative socio cultural practices like boys preference, wife beatings/ inheritance, female genital mutilation and premature marriages.</p>	<ul style="list-style-type: none"> • CDs, VCDs, DVDs, Radio and TV programmes on negative socio cultural practices. • Pictures, drawing/ paintings and charts depicting bad socio-cultural practices. • Tactile pictures and charts depicting different socio- cultural practices. 	<p>Is the student able to suggest corrective measures against bad socio cultural practices?</p>	
<p>e) suggest corrective measures against negative socio- cultural practices.</p>					

TOPIC/ SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		iv) Present their findings for class discussion and clarification.			

FORM THREE

CLASS LEVEL COMPETENCES

Student should have the ability to:

1. Demonstrate good leadership, team work, positive relationships, self worth and confidence.
2. Access and analyse information on social and economic development and draw conclusions.
3. Demonstrate knowledge on the magnitude of the problem of poverty in Tanzania and work diligently in an effort to advance her/himself.

CLASS LEVEL OBJECTIVES

By the end of Form Three, student should be able to:

- a) Explain the importance of good leadership, team work, positive relationships, self worth and confidence qualities.
- b) Show an understanding of concepts, factors for, and indicators of economic and social development of our country.
- c) Show an understanding of the problem of poverty in Tanzania and work diligently towards its alleviation at personal level.

TOPIC/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
<p>1.0 PROMOTION OF LIFE SKILLS</p> <p>1.1 Good leadership, team work, positive relationship, self worth and Confidence.</p>	<p>The student should be able to:</p> <p>a) explain the importance of good leadership, team work, positive relationship, self worth and confidence qualities.</p>	<p>i) The teacher to use case studies to guide students to discuss in groups and explain the importance of each of the following: good leadership, team work, positive relationship, self worth and confidence.</p> <p>ii) The students in their groups to present their group work for class discussion and clarification.</p>	<ul style="list-style-type: none"> • Resource person. • Posters on good leadership. 	<p>Is the student able to explain the importance of:</p> <ul style="list-style-type: none"> • Good leader ship. • Teamwork. • Positive relationship. • Self worth. • Confidence. 	<p>25</p>
	<p>b) demonstrate:</p> <ul style="list-style-type: none"> • good leadership • teamwork • positive relationship • self worth • confidence 	<p>The teacher to:</p> <p>i) Guide students to discuss and present qualities of;</p> <ul style="list-style-type: none"> • a good leader • teamwork • good relationship • self worth • confidence <p>ii) To prepare and use situations to guide students to role-play qualities or characters of;</p> <ul style="list-style-type: none"> • a good leader • teamwork • good relationship • self worth • confidence 	<ul style="list-style-type: none"> • Resource person. • Posters on good leadership. 	<p>Is the student able to demonstrate:</p> <ul style="list-style-type: none"> • good leadership. • teamwork. • positive relationship. • self worth. • confidence. 	

TOPIC/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
2.0 ECONOMIC AND SOCIAL DEVELOPMENT 2.1 Concept of Economic Development.	The student should be able to: a) explain the meaning of development. b) identify types and levels of development.	The teacher to guide students to brainstorm on the meaning of development. The teacher to guide students in groups to: i) Read written texts, identify and discuss types of development. ii) Read written texts, identify and discuss levels of development. iii) Present their findings for class discussion and clarification.	<ul style="list-style-type: none"> • Written texts on economic development. • Written texts on economic development in Braille. 	Is the student able to explain the meaning of development?	5
	c) explain the meaning of economic development.	The teacher to guide students to brainstorm on the meaning of economic development.	<ul style="list-style-type: none"> • Written texts on economic development. • Written texts on economic development in braille. 	Is the student able to explain the meaning of economic development?	

TOPIC/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
2.2 Indicators of Economic Development.	The student should be able to: a) identify indicators of economic development.	i) Using written texts and pictures the teacher to guide students to discuss in groups the indicators of economic development. ii) The teacher to guide a class discussion for the students to summarize the correct indicators of economic development.	<ul style="list-style-type: none"> • Written texts and pictures showing indicators of economic development. • Braille texts and tactile pictures showing indicators of economic development. 	Is the student able to identify indicators of economic development?	7
	b) appraise the indicators of economic development in relation to Tanzania.	i) The teacher to assign students to read written texts, watches pictures, and collect data on indicators of economic. ii) The teacher to assign students in groups, each group to discuss one indicator of economic development in relation to Tanzania's economic development. iii) The teacher to guide the students to present through gallery walk.	<ul style="list-style-type: none"> • Written texts, pictures and data on indicators of economic development. • Braille texts and tactile pictures showing indicators of economic development. 	Is the student able to appraise the indicators of economic development in relation to Tanzania?	

TOPIC/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
2.3 Factors for Economic Development.	The student should be able to: a) identify factors for economic development.	iv) After presentations, the teacher to lead students to give the feedback on the indicators of economic development. v) Through class discussion, the teacher to guide students on to clarify the relationship between the level of Tanzania's economic development and the respective indicators.	<ul style="list-style-type: none"> • Written texts, pictures, newspapers on factors for economic development. • Braille texts, newspapers and tactile pictures on factors for economic development. 	Is the student able to identify factors for economic development.	6

TOPIC/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>b) illustrate the importance of each factor of economic development.</p>	<p>i) Using the gallery walk method, the teacher to guide students in groups, each group to read written texts and discuss the importance of one of each of the following factors for economic development: entrepreneurship, land, labour, good governance, capital, education, technology and infrastructure.</p> <p>ii) Students to present their findings on each factor for class discussion.</p> <p>iii) The teacher to guide the students to clarify the importance of each factor for economic development.</p>	<ul style="list-style-type: none"> • Written texts on the importance of factors for economic development. • Braille texts on the importance of factors for economic development. 	<p>1. Is the student able to illustrate the importance of each factor for economic development</p> <p>2. Is the student able to illustrate the importance of each factor for economic development?</p>	
2.4 The role of Financial Institutions in Economic Development.	<p>The student should be able to:</p> <p>a) analyse the role of different financial institutions in economic development.</p>	<p>i) The teacher to guide students to brainstorm on the names of different financial institutions in Tanzania.</p>	<ul style="list-style-type: none"> • Copies of written texts, leaflets or pamphlets on Banks, Insurance companies, 	<p>Is the student able to analyse the role of different financial institutions?</p>	

TOPIC/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		ii) Using the method of learning stations with documents, the teacher to form stations within the classroom and group students in each station. Thereafter to assign the groups to read, discuss and write down findings on the role of the following financial institutions: Banks, Insurance companies, SACCOs, Social Security Institutions and Loan giving Institutions. iii) The groups to present their findings of their last station for class discussion and students to contribute points after each presentation.	Loan giving institutions, SACCOs and social security institutions. • Copies of braille texts, leaflets or pamphlets on Banks, Insurance companies, Loan giving institutions, SACCOs and social security institutions for visually impaired students.		
	b) point out the conditions and procedures for getting services from each financial institution.	i) The teacher to invite knowledgeable persons to come and talk to students on the conditions and procedures of getting services from each of the above mentioned financial institution.	Resource persons.	Is the student able to point out the conditions of getting services from each financial institution?	

TOPIC/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		ii) Students to listen to the guest speaker, take down notes, and ask questions to clarify points made by the guest speaker. iii) The teacher to guide students in groups to read leaflets of different financial institutions regarding the procedures of getting services from those institutions.			
2.5 The role of Government in Economic Development.	c) assess the strengths and weaknesses of each of the financial institutions. The student should be able to: a) explain the role of government in economic development.	i) Using written texts the teacher to guide students in groups to read, identify and discuss the strengths and weaknesses of each financial institution. ii) The students to present their findings for class discussion and clarification. i) The teacher to invite a knowledgeable person(s) to come and talk to students on the role of government in economic development.	<ul style="list-style-type: none"> Written texts, and newspapers on the weakness of the financial institutions. Braille texts on the weakness of the financial institutions. 	Is the student able to assess the strengths and weaknesses of each of the financial institutions? Is the student able to explain the role of government in economic development?	5

TOPIC/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		ii) The teacher to guide students in a class discussion to summarize the role of government in economic development.	<ul style="list-style-type: none"> • Written texts, newspapers and reports on economic development. • Braille texts, reports on economic development. 		
	b) assess the effectiveness of the government in economic development.	i) Using written texts, newspapers and reports on economic development, the teacher to guide students in groups to read, identify and discuss economic developmental areas where the government has been effective and those in which it has been ineffective. ii) Students to present their findings for class discussion and clarification. iii) The teacher to prepare a debate based on the effectiveness of government in economic development.	<ul style="list-style-type: none"> • Written texts, newspapers and reports on economic development. • Braille texts, reports on economic development. 	Is the student able to assess the effectiveness of the government in economic development?	

TOPIC/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
2.6 The Role of the Private Sector in Economic Development.	<p>The student should be able to:</p> <p>a) identify components of the private sector.</p>	<p>i) Through questions and answers method, the teacher to guide students to discuss and identify two components of the private sector: the formal and informal sectors.</p> <p>ii) By using written texts on informal and formal sectors the teacher to guide students to discuss in groups the differences between the formal sector and the informal sector.</p> <p>iii) The teacher to guide students to present their findings for class discussion, clarification and summarizing.</p>	<ul style="list-style-type: none"> Written texts on the role of the private sector in economic development. Written texts on the role of the private sector in economic development in Braille for visually impaired students. 	<p>Is the student able to identify the components of the private sector?</p>	8
b) illustrate the importance of the formal sector in economic development.		<p>i) The teacher to guide students to brainstorm and come up with names of companies and other business undertakings in the formal sector of economic development.</p>	<ul style="list-style-type: none"> Written texts, newspapers, leaflets, brochures, pamphlets and magazines on the formal sector. 	<p>Is the student able to illustrate the importance of the formal sector in economic development?</p>	

TOPIC/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		ii) The teacher to form groups of no more than 6 students each to separately read assigned texts and discuss the importance of <ul style="list-style-type: none"> • The industrial sector • Large scale agriculture • Mining • The commercial sector • Transport • Communication iii) The teacher to guide students to present their group findings to the class for further discussion and clarification. iv) The teacher to guide students to summarize class findings and highlight the importance of the formal sector in economic development.	<ul style="list-style-type: none"> • Written texts, newspapers, leaflets, brochures, pamphlets and magazines on the formal sector in braille. 		
c) illustrate the importance of the informal sector in economic development.		i) The teacher to guide students to brainstorm on economic activities that constitute the informal sector.	<ul style="list-style-type: none"> • Newspapers, pictures and government reports on the informal sector. 	Is the student able to illustrate the importance of the informal sector in economic development?	

TOPIC/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		ii) By using written texts the teacher to guide students in groups to discuss the importance of the informal sector in economic development. iii) The groups to present their findings for class discussion and clarification.	<ul style="list-style-type: none"> Copies of written texts on the importance of the informal sector in economic development. Copies of written texts on the importance of the informal sector in economic development in Braille. 		
	d) analyse the problems facing the informal sector.	i) The teacher to guide students in group to brainstorm on the problems facing the informal sector. ii) The teacher to guide each group to present its findings in class for a common discussion and clarification by the teacher.	<ul style="list-style-type: none"> Written texts and newspapers on problems facing informal sector. Copies of written texts and newspapers on problems facing informal sector in Braille. 	Is the student able to analyse the problems facing the informal sector?	

TOPIC/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	e) propose ways of improving the informal sector.	i) Using written texts, newspapers and government documents on the informal sector, the teacher to guide students in groups to read, observe, identify and discuss ways of solving problems facing the informal sector. ii) The teacher to guide each group to present to the class its findings for discussion and clarification.	Written texts, newspaper cuttings, government documents on the informal sector.	Is the student able to propose ways of improving the informal sector?	
2.7 Social Development and Social Services.	The student should be able to: a) explain the meaning of social development and social services. b) analyse the different social services provided in Tanzania.	The teacher to guide students to: i) Brainstorm on the meaning of social development and social services. ii) Have class discussion to clarify the related terms. The teacher to: i) Use the questions and answers method to guide students to identify different social services in the school and the surrounding community.	<ul style="list-style-type: none"> • Guide questions for research on social services provided in Tanzania. • Surrounding community. 	Is the student able to explain the meaning of social development and social services? Is the student able to analyse social services provided in Tanzania?	4

TOPIC/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
2.8 The Role of the Private Sector in the Provision of Social Services.	The student should be able to: a) explain the role of private sector in the provision of social services.	<ul style="list-style-type: none"> ii) Provide guiding questions to students in groups to carry out a research project on the accessibility, quality, and distribution of each of the social services in the community. iii) Guide students in their groups to present their findings for class discussion, clarification and summary. <p>The teacher to:</p> <ul style="list-style-type: none"> i) Guide students to brainstorm and identify different private institutions including faith groups, community based organizations, individual owned institutions, NGOs, and private companies which provide social services in Tanzania. ii) Use examples and questions and answers method to guide students to discuss the role of the different private institutions in the provision of social services. 	<ul style="list-style-type: none"> • Guide questions in Braille for research on social services provided in Tanzania. 		
			<ul style="list-style-type: none"> • Braille texts, newspapers and government documents on the role of private sector in the provision of social services. • Written texts, newspapers and government documents on the role of private sector in the provision of social services. 	Is the student able to explain the role of the private sector in the provision of social services?	4

TOPIC/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>b) analyse the challenges facing the provision of social services in Tanzania.</p>	<p>The teacher to:</p> <ol style="list-style-type: none"> i) Choose appropriate situations that demonstrate challenges facing the provision of social services in Tanzania. ii) Use role plays to demonstrate the situations. iii) Use the question and answer method to guide students to identify and discuss the challenges portrayed in the role plays. iv) Use relevant documents to guide students in groups to read, discuss and come up with other problems related to accessibility, distribution, efficiency and quality of social services in Tanzania. v) Guide students to present their findings for class discussion and clarification. 	<ul style="list-style-type: none"> • Written texts and newspapers cuttings on challenges facing the provision of social services in Tanzania. • Texts on challenges facing the provision of social services in Tanzania in Braille. 	<p>Is the student able to analyse the challenges facing the provision of social services in Tanzania?</p>	
	<p>c) recommend solutions for the challenges facing the provision of social services.</p>	<ol style="list-style-type: none"> i) The teacher to guide students in groups to discuss and identify possible solutions for the challenges facing the provision of social services in Tanzania. 	<p>Resource persons.</p>	<p>Is the student able to recommend solutions for the challenges facing the provision of social services?</p>	

TOPIC/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
3.0 POVERTY 3.1 Indicators of Poverty.		ii) The students to present their findings for class discussion and clarification.			
	The student should be able to: a) define poverty.	The teacher to guide: i) Students to brainstorm on the definition of poverty ii) Students in groups to read a text on meaning of poverty and present it to the entire class	<ul style="list-style-type: none"> Written texts on the meaning of poverty. Written text on the meaning of poverty in Braille. 	Is the student able to define poverty?	8
	b) point out different levels and types of poverty.	i) The teacher to use questions and written texts to guide students to read, discuss, identify and write down the different types and levels of poverty in Tanzania. ii) Teacher to guide each group to present their findings for class discussion and clarification	<ul style="list-style-type: none"> Written texts on poverty in Tanzania. Written texts on poverty in Tanzania in Braille. 	Is the student able to point out different levels and types of poverty?	
c) identify indicators of poverty.	i) The teacher to assign questions to students in groups to discuss and identify the indicators of poverty.	<ul style="list-style-type: none"> Prepared questions on indicators of poverty. Written texts on poverty. 	Is the student able to identify indicators of poverty?		

TOPIC/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>ii) Teacher to guide each group to present their findings for class discussion and clarification.</p> <p>i) The teacher to divide students in groups and assign them to conduct field observation in the community around the school, discuss and relate the situation on the field with the indicators of poverty they identified earlier.</p> <p>ii) Each group to present their findings for class discussion and clarification.</p>	<ul style="list-style-type: none"> Written texts on poverty in Tanzania in Braille. <p>Surrounding environment.</p>	<p>Is the student able to relate different indicators of poverty to the Tanzanian situation?</p>		
3.2 Causes and Effects of Poverty in Tanzania.	<p>The student should be able to:</p> <p>a) analyse the causes of poverty in Tanzania.</p>	<p>The teacher to guide:</p> <p>i) Students to brainstorm on the causes of poverty in Tanzania.</p> <p>ii) Students in groups to read texts and discuss the causes of poverty in Tanzania.</p> <p>ii) Students on a class discussion to clarify and summarize the causes of poverty in Tanzania.</p>	<ul style="list-style-type: none"> Written texts on poverty in Tanzania. Braille texts on poverty in Tanzania. 	<p>Is the student able to analyse the causes of poverty in Tanzania?</p>	7

TOPIC/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	b) analyse the effects of poverty in Tanzania.	The teacher to guide: i) Students to brainstorm on the effects of poverty in Tanzania. ii) Students to read texts and identify effects of poverty in Tanzania iii) Students on a class discussion to clarify and summarize the effects of poverty in Tanzania.	<ul style="list-style-type: none"> • Written texts on poverty in Tanzania. • Braille texts on poverty in Tanzania. 	Is the student able to analyse the effects of poverty in Tanzania?	
3.3 Strategies for Poverty Alleviation in Tanzania.	The student should be able to: a) analyse the strategies in place for poverty alleviation in Tanzania. b) assess the effectiveness of the strategies in place for poverty alleviation.	The teacher to: i) Use written texts to guide students in groups to read, identify and discuss the implementation of the strategies in place for poverty alleviation in Tanzania. ii) Guide each group to present its findings for class discussion and clarification.	<ul style="list-style-type: none"> • Written texts on strategies for poverty alleviation in Tanzania. • Written texts on poverty in Tanzania. • Braille texts on poverty in Tanzania. 	Is the student able to analyse the strategies in place for poverty alleviation in Tanzania? Is the student able to assess the effectiveness of the strategies in	6

TOPIC/ SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		<p>strategies in place for poverty alleviation and the reasons for the failure of some of the strategies.</p> <p>ii) Guide students to conduct a debate on the effectiveness of the strategies in place for poverty alleviation in Tanzania.</p> <p>iii) Guide students in groups to discuss and come up with solutions to the failure of the strategies in place for poverty alleviation.</p> <p>iv) The students to present their findings for class discussion and clarification.</p>	<ul style="list-style-type: none"> • Braille texts on poverty in Tanzania. 	<p>place for poverty alleviation?</p>	

FORM FOUR

CLASS LEVEL COMPETENCES

Student should have the ability to:

1. Apply life skills to deal with real life situations.
2. Demonstrate knowledge of national cultural values and willingness to promote the positive ones.
3. Collect, classify and analyse information on prevailing globalisation issues and their effects on Tanzania and deal with them at personal level.

CLASS LEVEL OBJECTIVES

By the end of Form Four course, the student should be able to:

- a) Apply life skills in real life situations.
- b) Show an understanding and appreciation of national cultural values.
- c) Show an understanding of globalisation issues and ability to alleviate their negative effects at personal level.

TOPIC / SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
<p>1.0 CULTURE</p> <p>1.1 Aspects and Elements of Culture.</p>	<p>The student should be able to:</p> <p>a) explain the meaning and aspects of culture.</p> <p>b) analyse the elements of culture.</p> <p>c) illustrate the importance of each element of culture.</p>	<p>The teacher to guide students to:</p> <p>i) Brainstorm on the meaning of culture.</p> <p>ii) Read written texts in groups discuss and identify various aspects of culture.</p> <p>iii) Present its findings for class discussion.</p> <p>The teacher to guide students to:</p> <p>i) Identify the elements of culture.</p> <p>ii) Read written texts in groups and discuss various elements of culture.</p> <p>iii) Present its findings for class discussion.</p> <p>The teacher to guide students to</p> <p>i) Divide up the in small groups and to issue each group a VIPP card containing one element of culture.</p>	<ul style="list-style-type: none"> • Written texts on culture. • Written texts on culture in Braille. <ul style="list-style-type: none"> • Written texts on elements of on culture. • Written texts on culture in Braille. • VIPP cards. <p>VIPP cards.</p>	<p>Is the student able to explain the meaning and aspects of culture?</p> <p>Is the student able to analyse the elements of culture?</p> <p>Is the student able to illustrate the importance of each element of culture?</p>	<p>20</p>

TOPIC / SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
1.2 Positive and Negative Aspects of our Cultural Values.	The student should be able to: a) identify positive and negative aspects of our cultural values. b) analyse customs which lead to gender discrimination.	ii) Hold a group discussion and write down the importance of their assigned element to society. iii) Present its findings for class discussion and clarification. i) The teacher to assign questions to students in group to discuss and identify positive and negative aspects of our cultural values. ii) The teacher to guide each group to present its findings for class discussion and clarification. The teacher to guide students to: i) Brainstorm in buzz groups and explain the meaning of gender discrimination. ii) Read in groups written texts on gender, discuss it and identify customs which lead to gender discrimination.	<ul style="list-style-type: none"> • Written texts on gender and culture. • Written texts on gender and culture in Braille. • Teacher's prepared questions and answers. 	Is the student able to identify positive and negative aspects of our cultural values?	40
			<ul style="list-style-type: none"> • Written texts on gender discrimination. • Written texts on gender discrimination in Braille. 	Is the student able to analyse customs, which lead to gender discrimination?	

TOPIC / SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		iii) Present group findings for class discussion and clarification.			
c)	point out customs and practices that lead to the spread of HIV/AIDS and STI's.	i) Using written documents on gender, culture, HIV/AIDS and STI's the teacher to guide students in groups to identify and discuss customs and practices which lead to the spread of HIV/AIDS and STI's. ii) The teacher to guide each group to present its findings for class discussion and clarification.	<ul style="list-style-type: none"> • Written texts on gender, culture HIV/AIDS and STI's. • Written texts on gender, culture HIV/AIDS and STI's in Braille. 	Is the student able to point out customs and practices that lead to the spread of HIV/AIDS and STI's?	
d)	analyse the impact of the negative aspects of our customs.	The teacher to: i) Guide the students in small groups and issue each group with a card containing one negative aspect of our customs. ii) Guide each group to hold a discussion on the impact of that aspect on our society.	<ul style="list-style-type: none"> • Written texts on negative aspects of our cultural values. • Written texts on negative aspects of our cultural values in Braille. 	Is the student able to analyze the impact of negative aspects of our customs?	

TOPIC / SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>iii) Guide each group to present its findings to the class for discussion and clarification.</p> <p>The teacher to guide students in groups to:</p> <p>i) Brainstorm and discuss possible ways and actions that can be taken against negative aspects of our socio cultural values.</p> <p>ii) Present their findings for class discussion and clarification.</p>	<p>iii) Guide each group to present its findings to the class for discussion and clarification.</p> <p>The teacher to guide students in groups to:</p> <p>i) Brainstorm and discuss possible ways and actions that can be taken against negative aspects of our socio cultural values.</p> <p>ii) Present their findings for class discussion and clarification.</p>	<ul style="list-style-type: none"> Written texts on the proposed ways and actions to be taken against negative aspects of our socio-cultural values. Written texts on the proposed ways and actions to be taken against negative aspects of our socio-cultural values in Braille. 	<p>Is the student able to propose ways and actions of dealing with the negative aspects of our cultural values?</p>	
1.3 Promotion and Preservation of our Worthy Cultural Values.	<p>The student should be able to:</p> <p>a) explain the importance of promoting and preserving our worthy cultural values.</p>	<p>The teacher to guide students in groups to:</p> <p>i) Read written text, discuss and write down the importance of promoting and preserving our worthy cultural values.</p> <p>ii) Present each group's findings for class discussion and clarification.</p>	<ul style="list-style-type: none"> Written texts on Culture. Newspaper cuttings. Written texts on culture in Braille. 	<p>Is the student able to explain the importance of promoting and preserving our worthy cultural values?</p>	30

TOPIC / SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>b) assess the roles of different groups and institutions in promoting and preserving our cultural values.</p>	<p>i) Using questions and answers method, the teacher to guide students to name different groups and institutions which are responsible for promoting our cultural values. ii) The teacher to guide students in groups, each group to read written texts and discuss it or an institute and write down its effectiveness in promoting our cultural values. iii) The teacher to guide each group to present its findings for class discussion and clarification.</p>	<ul style="list-style-type: none"> • Written texts on ways to promote and preserve our cultural values. • Written texts on ways to promote and preserve our cultural values in Braille. 	<p>Is the student able to assess the roles of different groups and institutions in promoting and preserving our cultural values?</p>	

TOPIC / SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>c) explain problems facing the promotion of our cultural values.</p>	<p>i) The teacher to use relevant documents on culture to guide students in groups to read, discuss and come up with problems facing the promotion of our cultural values. ii) The teacher to guide students in their groups to present their findings for class discussion and clarification.</p>	<ul style="list-style-type: none"> • Written texts on problems facing the promotion of culture. • Written texts on problems facing the promotion of culture in Braille. 	<p>Is the student able to explain problems facing the promotion of our cultural values?</p>	
	<p>d) propose solutions to problems arising in the process of promoting and preserving our cultural values.</p>	<p>i) Using written sources the teacher to guide students in groups to discuss possible solutions to problems arising in the process of promoting and preserving our cultural values. ii) The teacher to guide students in their groups to present their findings for class discussion and clarification.</p>	<ul style="list-style-type: none"> • Written texts on the problems of promoting and preserving our cultural. • Written texts on the problems of promoting and preserving our cultural in Braille. 	<p>Is the student able to propose solutions to problems arising in the process of promoting and preserving our cultural values?</p>	

TOPIC / SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
1.4 Culture of Preventive Care and Maintenance of Personal and Public Property.	The student should be able to: a) explain the meaning and the importance of culture of preventive care and maintenance of personal and public property.	iii) The teacher to prepare a debate for students on whether our national cultural is worth promoting and preserving. The teacher to guide students to: i) Brainstorm and write down the meaning of culture of preventive care and maintenance. ii) Discuss the importance of culture of preventive care and maintenance of personal and public property. iii) Consequences of neglecting timely repair and maintenance of personal and public property.	<ul style="list-style-type: none"> • Written texts on preventive care and maintenance. • A resource person. 	Is the student able to explain the meaning and importance of culture of preventive care and maintenance of personal and public property?	10

TOPIC / SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
1.5 Promotion of Life Skills.	The student should be able to explain the meaning of life skills and demonstrate how to use different life skills.	The teacher to guide students to: i) Brainstorm on the meaning of life skills. ii) Choose new situations that need the application of life skills (especially those life skills which have not been well captured by students). iii) Role play the situations and show how different life skills could be applied in those situations. iv) Identify the life skills demonstrated in the role plays and discuss situations where the role played could be applicable. v) Assign students in groups with different situations or problems, each group to identify the life skills demonstrated in the role play.	Newspaper cuttings/ Articles in both Visual and Braille.	Is the student able to explain meaning of life skills and demonstrate how to use different life skills?	35

TOPIC / SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
<p>2.0 GLOBALIZATION 2.1 The Concept and Aspects of Globalization.</p>	<p>The student should be able to explain the meaning of globalization and identify aspects of globalization.</p>	<p>vi) Discuss and suggest the most appropriate solutions to the problem or situation. vii) Guide each group to appropriately present their solutions for class discussion and clarification.</p> <p>i) Using written texts, the teacher to guide students in groups to read and explain the meaning of globalization. ii) Using written texts the teacher to guide each group to identify and explain various aspects of globalization such as democratization, free market economy and Information Technology. iii) The teacher to guide each group to present their findings to the class for further discussion.</p>	<ul style="list-style-type: none"> • Written texts on globalization. • Newspapers, internet, TV, Radio, journals, handouts and reports. • Written texts on globalization in Braille. 	<p>Is the student able to explain the meaning of concept and aspects of globalization?</p>	<p>4</p>

TOPIC / SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
2.2 Effects of Globalization in Tanzania.	The student should be able to examine the effects of globalization in Tanzania.	<p>The teacher to guide students to:</p> <ul style="list-style-type: none"> i) Guide students to carry out a library research individually on the effects of globalization in Tanzania and write brief notes. ii) Form groups and present individual findings for group discussion. iii) Use their groups to present group findings for class discussion, clarification and summary on the effects of different aspects of globalization in Tanzania. 	<ul style="list-style-type: none"> • Written texts on globalization and its effects in Tanzania. • Braille texts on globalization and its effects in Tanzania for visually impaired students. 	Is the student able to examine the effects of globalization in Tanzania?	11
2.3 Challenges of Globalization for Tanzania.	The student should be able to: <ul style="list-style-type: none"> a) analyse the challenges of globalization issues for Tanzania. 	<ul style="list-style-type: none"> i) The teacher to guide students to read written sources individually on globalization and identify challenges of globalization for Tanzania. 	<ul style="list-style-type: none"> • Written texts on globalization and its challenges in Tanzania. • Written texts on globalization and its challenges in Tanzania for visually impaired students. 	Is the student able to analyse the challenges of globalization issues for Tanzania?	10

TOPIC / SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		ii) By using the Think, Pair, and Share method the teacher to issue cards to student groups, each card containing one globalization challenge. There after through individual and group effort, each group to discuss and come up with an analysis of the challenge assigned to the group. iii) The teacher to guide each group to present its findings for class discussion, clarification and summary.			
	b) propose possible solutions to each of the challenges.	The teacher to guide students in groups to: i) Discuss challenges and prepare proposal for solutions ii) Present its proposals for the solution of its assigned challenge for plenary discussion, clarification and summary.	<ul style="list-style-type: none"> • Written texts on proposed solution to the challenges of globalization. • Written texts on proposed solution to the challenges of globalization in Braille. 	Is the student able to propose possible solutions to each of the challenges of globalization?	