

**THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**



**GENERAL STUDIES SYLLABUS FOR  
ADVANCED SECONDARY EDUCATION**

**FORM V - VI**

TIE/3520

**TANZANIA INSTITUTE OF EDUCATION [TIE]**  
**ERRATA PAGE FOR GENERAL STUDIES SYLLABUS FOR ADVANCED**  
**SECONDARY SCHOOLS**  
**FORM V-VI**

The following table shows the significant errors observed in the General Studies Syllabus.

PAGE	ITEM/TOPIC	ERROR OBSERVED	CORRECTION MADE
ii	Prelims	Second Reprint 20107	Second Reprint 2017
iii		From V-VI	Form V-VI
iv		Life Skill	Life Skills
9,34,35,36,38,40,41,42,43,44, 45,46,48,49, 57 and 65.	Topics 2,4,5 and 6	News papers	Newspapers
10	Topic 2: (2.2)	CD"s, VCD"s, DVD"s	CD's, VCD's, DVD's

**NOTE: 6.8 Assessment. This part should be written as following;**

For every specific instructional objective, there is a 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 the student by the end of the lesson. These tools are for example; exercises, tests, quiz, role plays, examinations, project work and portfolios.

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**FORM V - VI**





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## **1.0 Introduction**

### **1.1 Background information**

The General Studies subject is a multi-disciplinary course for advanced level certificate students in Tanzania. It is offered at subsidiary level. The subject places emphasis on the nurturing of important skills. E.g. communication skills, critical thinking skills, problem solving skills and participation skills which can be translated into practices by the individual for the betterment of oneself and the society both at national and international level.

The subject promotes the understanding of philosophy and religion in relation to man's life, contemporary/ crosscutting issues in Tanzania and science and technology in development. It also promotes knowledge on democratic process and practices, international affairs and life skills.

### **1.2 Rationale for the Review**

This syllabus replaces the 1997 General Studies which has been reviewed to make the teaching and learning process of this subject more activity oriented interactive and learner centered, taking into consideration the contemporary/cross cutting issues in our society than they were in the 1997 syllabus that has been phased out.

Life skill has been introduced as a new topic in the light of its importance in the contemporary world and the lives of the students. More over, this topic forms a linkage between the topics at O –Level and topics at higher/university/tertiary institutions. The topic on culture has been removed as it is well covered at O – Level. The topic on communication has been removed from the syllabus instead it has been adopted as a method of teaching and learning as proposed to be used in all subjects. In the topic of International Affairs: - Globalization has been added as new sub-topic since it is a prevailing issue in the current world.

## **2.0 Aims and Objectives of Education in Tanzania**

The general aims and 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 to bringing about individual and national development;
- b) promote the acquisition and appreciation of the culture, customs and traditions of the people of Tanzania;
- c) promote the acquisition and appropriate use of literacy, social, scientific, vocational, technological, professional and other forms of knowledge, skills and attitudes 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 readiness to work hard for self- advancement and national development;
- e) promote and expand the scope of acquisition, improvement and upgrading of mental, practical, productive and other skills needed to meet the changing needs of industry and the economy;
- f) enable every citizen to understand and uphold the fundamentals of the National Constitution as well as the enshrined human and civic rights, obligations and responsibilities;
- g) promote love and respect for work, self and wage employment and improved performance in the production and service sectors;
- h) inculcate principles of national ethic and integrity, national and international cooperation, peace and justice through the study, understanding and adherence to provisions of the National Constitution and other international basic charters;
- i) enable a rational use, management and conservation of the environment.



### 3.0 Aims and Objectives of Secondary Education

The aims and objectives of secondary education are to:

- a) consolidate and broaden the scope of baseline ideas, knowledge, skills and attitudes acquired and developed at the primary education level;
- b) enhance further development and appreciation of national unity, identity and ethic; personal integrity, respect for and readiness to work, human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations;
- c) promote the development of competency in linguistic ability and effective use of communication skills in Kiswahili and at least one foreign language;
- d) provide 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 the student to join the world of work.

### 4.0 General Competences for General Studies subject

At the end of this course students should have the ability to:

- a) Communicate effectively on socio-economic issues affecting the world today.
- b) Analyze issues, make decisions, think and behave in ethical and mature manner.
- c) Deal with contemporary and cross-cutting issues affecting or likely to affect our society.
- d) Participate effectively in activities which help to develop and maintain a progressive and just society.
- e) Think critically, solve problems and practice self reliance.
- f) Show an understanding of the process and practice of democracy.
- g) Learn independently and search for knowledge.
- h) Participate actively in their roles and responsibilities in the society.

### 5.0 General Objectives for General Studies subject

The teaching of General Studies is intended to enable students to:

- a) Broaden their communication skills necessary for conveying and receiving information, instructions and ideas.
- b) Promote creativity, critical thinking, ethical behavior and rational decision making skills.
- c) Promote awareness of contemporary issues affecting or likely to affect our society such as globalization, HIV/AIDS, environment issues, corruption, terrorism, gender issues and technological changes.
- d) Inculcate patriotism and moral values.
- e) Develop skills of independent learning and research for new and relevant knowledge
- f) Realize their roles and responsibilities in the society.

## **6.0 Organization of the Syllabus**

The syllabus contains two main parts. Part one contains an introduction of the syllabus, aims and objectives of Education in Tanzania. Aims and objectives of Secondary education to be developed the general competences and general objectives of the subject. Part two contains the following: the class level competences, class level objectives, topics, sub-topics, specific objectives, teaching strategies, teaching/learning resources, assessment and number of periods.

### **6.1 Class Competences**

These are statements that specify the skills, knowledge and attitudes that the learner is expected to demonstrate after completing the course.

### **6.2 Class Objectives**

These are statements that specify the set of behavioral changes to be exhibited by each learner after completion of the course.

### **6.3 Topics**

These are general contents of the subject matter that are expected to be taught in the two years to develop the intended competences.

### **6.4 Sub – topics**

These are smaller division of the major topics into teachable units.

### **6.5 Specific Objectives**

These have been developed from each sub – topic. Each sub-topic has one or more specific objectives. Specific objectives outline the expected out-comes after each class instruction. They also provide hints and the development of knowledge, skills and attitudes within each subtopic. These objectives should aim at achieving higher level thinking skills.

### **6.6 Teaching and Learning Strategies**

These are 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 – centered strategies in order to enhance the teaching/ learning process. The teacher should also employ other appropriate strategies of his/her own apart from those suggested in this syllabus.

### **6.7 Teaching and Learning Resources**

These are the resources which the teacher is expected to use while teaching a specific subject matter. The teacher is not limited to these resources. She/he is also expected to identify and improvise other relevant teaching/learning resources available in his/her locality.

### **6.8 Assessment**

These are the specific questions that will help the teacher to assess learner's achievement after covering any given specific objective. Assessment questions should be geared towards the achievement of cognitive, affective and psychomotor skills.

### **6.9 Number of Periods**

These are allocated for each sub-topic in a given topic. General Studies has been allocated 4 periods per week for the number of periods each subtopic have been calculated from the total days of teaching per year which are 194 and the length and demands of each subtopic.



#### **7.0 Instructional Time.**

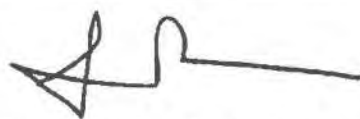
This syllabus is expected to be covered in two academic years. Two weeks are reserved for tests and terminal examinations. The teacher is advised to make maximum use of the instructional time. Lost instructional time should be compensated to ensure that all the topics are covered.

#### **8.0 Assessment for General Studies subject**

The table below shows the type of assessment and the accompanied assessment measures to be used. The assessment measures listed in the table contributes to continuous and final assessments of the student achievement. The frequency for each assessment measure has been indicated with the weight in %. You are therefore strongly advised to apply a wide selection of assessment measures in order to develop students' ability for the mastery of the subject matter during the teaching and learning process.

Assessment Table

S N	Types of assessment	SN	Assessment measure	frequency				Weight	Total
				F V		F. VI			
1.	Continuous assessment			T. I	T. II	T. I	T. II		
		1.	Test	2	2	2		10%	
		2	Individual	1	1	1	-	5%	
		3	Oral reports	1	1	-	-	10%	
		4	Essays	1	1	-	-	5%	
		5	Civic activities	1	1	1	-	5%	
		6	Terminal examination	-	-	-	1	15%	50%
2.	Final examination		National examination					50%	50%
3.	Total								100%



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TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
1.0 PHILOSOPHY AND RELIGION 1.1 Concept of Philosophy	At the end of the sub topic the student should be able to: a) explain the meaning and nature of philosophy	The teacher to guide students to: i) Brainstorm the meaning of philosophy. ii) Find out information on the nature of philosophy from different sources including people, books and the internet for class presentation.	i) Books on philosophy. ii) Web-based resources iii) Resource persons iv) Braille text on philosophy	Is the student able to explain the meaning and nature of philosophy?	3
	b) describe the branches of philosophy.	i) Using the question and answer method the teacher to guide students to identify the different branches of philosophy. ii) Students in groups to read texts and discuss the different branches of philosophy. iii) Using a chart, teacher to guide students in their groups to present their findings on the branches of philosophy.	i) Books on philosophy Web-based resources Resource persons ii) A chart showing branches of philosophy iii) Braille text on Philosophy	Is the student able to describe branches of philosophy?	4
	c) explain the relationship and importance of philosophy to man.	Using the chart on branches of philosophy, teacher to guide students to discuss and present importance of philosophy in man's life.	i. Chart showing branches of philosophy ii. Chart on Braille	Is the student able to explain the relationship and importance of philosophy to man?	3



TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/ LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
1.2 Different Philosophical ideas.	At the end of the sub topic the student should be able to: a) analyse philosophical ideas of Plato and Aristotle.	The teacher to guide students to: i) Read encyclopaedias in groups and other relevant books to find out the backgrounds of Plato and Aristotle. ii) Discuss on the backgrounds of Plato and Aristotle. iii) Read, discuss and present the philosophical ideas of Plato and Aristotle on Democracy, Education, State and Economy. iv) Use a panel discussion to discuss on how Plato's and Aristotle's ideas have influenced the socio-economic development of our country.	i) Encyclopaedias on social sciences ii) Web-based resources iii) Books on Karl Marx and Lenin iv) Brielle text on philosophy.	Is the student able to: i) analyse philosophical ideas of Plato and Aristotle? ii) explain how the ideas of Plato and Aristotle have influenced the socio-economic development?	5

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	b) analyse philosophical ideas of Karl Marx and Lenin.	i) Teacher to guide students in groups to read encyclopaedias and other relevant books to find out the backgrounds of Karl Marx and Lenin. ii) Teacher to assist a class discussion on the backgrounds of Karl Marx and Lenin. iii) Students in groups to read discuss and present the philosophical ideas of Karl Marx and Lenin on capitalism, scientific socialism and communism. iv) Students to discuss and write a summary on the influence of Karl Marx and Lenin's philosophical ideas on socio economic development in Tanzania.	i) Encyclopaedias ii) Books on Karl Marx and Lenin iii) Brielle text	Is the student able to:- i) analyse the philosophical ideas of Karl Marx and Lenin? ii) write a well thought-out summary on the influence of Karl Marx and Lenin's philosophical ideas on socio-economic development in Tanzania?	5

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	c) analyse philosophical ideas of Kwame Nkrumah and J.K Nyerere.	i) Teacher to assign students in groups to read encyclopaedias and other relevant books to find out the backgrounds of Nkrumah and Nyerere. ii) Teacher to guide a class discussion on the backgrounds of Nkrumah and Nyerere. iii) Students in groups to read, discuss and present the philosophical ideas of Nkrumah and Nyerere on democracy, Ujamaa/ socialism, education and African unity. iv) Conduct a debate on the application of the Nyerere's ideas in our society.	i) Encyclopaedias ii) Books on Nkrumah and Nyerere iii) Braille documents	Is the student able to: i) analyse philosophical ideas of Kwame Nkrumah and J.K Nyerere? ii) explain how the ideas of Nkrumah and Nyerere have influenced the socio-economic development?	5



TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
1.3 Religion	At the end of the sub topic the student should be able to: a) explain the meaning and nature of religion.	i) Teacher to assign students in groups to find information from books, the internet and knowledgeable people on the meaning and nature of religion. ii) Students in groups to present information collected for class discussion.	i) Books on religion ii) Resource persons iii) Web-based resources iv) Encyclopaedia v) Braille documents	Is the student able to:- i) explain the meaning of religion? ii) explain the nature of religions?	3
	b) explain the role and functions of religion in the society.	i) Teacher to guide students in groups to conduct a mini study in their community to find out the role and functions of religion. ii) Students to present their findings for class discussion. iii) Teacher to invite a knowledgeable person to clarify the role and functions of religion in our society.	i) Guiding questions for conducting mini-study books on the role and functions of religion ii) Braille documents	Is the student able to explain the role and functions of religion in the society?	5
	c) assess the importance of religious tolerance in the society.	i) Teacher to guide students through think - pair and share to explain the meaning of religious tolerance. ii) Students in groups to analyze the causes and assess the effects of intra and inter - religious conflicts. iii) Teacher to guide students to discuss and explain the importance of practising religious tolerance in Tanzania.	i) Books on religion ii) Newspapers cuttings iii) Braille	Is the student able to explain the importance of religious tolerance in the society?	4

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
2.0 CONTEMPORARY/ CROSS-CUTTING ISSUES IN TANZANIA.  2.1 Gender and development	At the end of the sub topic the student should be able to: a) explain how the patriarchal system in Tanzania influences the development of gender relations in our society.	i) Using think -pair and share method teacher to guide students to explain the meaning of patriarchal and matriarchal systems and gender. ii) Teacher to assign students to gather information from knowledgeable people, books and the internet on the traditional beliefs and practises of matriarchal and patriarchal societies in Tanzania. iii) Students in groups to use the information they had collected to discuss how matriarchal and patriarchal systems influence the development of gender relations in our society. iv) Students in groups to prepare a summary of their findings to present in class for further discussion and clarification.	i) Resource persons ii) Books on patriarchal and matriarchal beliefs practices in Tanzania iii) Web based resources iv) Braille text	Is the student able to explain how the patriarch system influences the development of gender relations in our society?	4

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	b) assess the impact of gender discrimination on social and economic development.	<p>i) Students to brainstorm on the meaning of gender discrimination.</p> <p>ii) Teacher to lead a class discussion to clarify the meaning of gender discrimination.</p> <p>iii) Teacher to guide students to use the think pair and share method with VIPP cards to identify and list indicators of gender discrimination in Tanzania</p> <p>iv) Teacher to guide students to conduct an opinion poll and prepare a debate on whether or not gender discrimination impacts on social and economic development in Tanzania.</p> <p>v) Teacher to guide a class discussion to clarify the importance of gender balance in promoting social and economic development.</p>	<p>i) VIPP Cards</p> <p>ii) web based resources</p> <p>iii) Braille texts</p> <p>iv) Drawings/paintings and pictures depicting gender discrimination</p> <p>v) CDs, VCDs, DVDs and drama portraying gender discrimination.</p>	Is the student able to assess the impact of gender discrimination on social and economic development?	



TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	c) assess the impact of affirmative action in place towards balancing gender relations in our society.	<p>i) (Teacher to guide students to brainstorm on the meaning and reasons for establishing affirmative actions in Tanzania.</p> <p>ii) Teacher to assign students in groups to collect information from knowledgeable people, books, pamphlets, leaflets, newspapers and the internet on affirmative actions which are in place towards balancing gender relations in our society and their impact.</p> <p>iii) Students in groups to process the information discuss and prepare a summary, describing and evaluating the impact of affirmative actions in place for gender equality for class presentation, discussion and clarification.</p> <p>iv) Teacher to guide students to conduct an opinion-poll and debate on whether or not the affirmative actions in place are having an impact on gender relations in our society.</p>	<p>i) Resource persons</p> <p>ii) Books, pamphlets, leaflets, newspapers, Internet</p> <p>iii) Braille texts</p>	Is the student able to evaluate the effectiveness of affirmative actions in place towards balancing gender relations in our society?	4

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	d) propose other measures that can be used to improve gender relations in our society.	i) Teacher to assign students in groups to carry out a mini study by talking to different people, reading books, newspapers and searching the internet to find out further measures that can be used to improve gender relations in Tanzania. ii) Students in their groups to prepare a summary of their findings proposing other measures that can be used to improve gender relations in our society for class presentation, discussion and clarification.	i) Men and women ii) the youth of both sexes iii) Books on gender iv) News papers with articles on gender v) Internet vi) Braille texts.	Is the student able to propose other measures that can be used to improve gender relations in our society?	4

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
2.2 Environmental issues.	At the end of the sub topic the student should be able to: a) discuss the role and responsibility of individuals in preserving the environment in which they live	i) Teacher to guide students to brainstorm and explain the meaning of environmental and site some of the environmental issues in the world today. ii) Teacher to assign students in groups to gather information through observation, talking to people and reading texts on environmental issues arising from human decisions and activities including the use of technology. iii) Students in their groups to process the information and prepare a summary of their findings to present for class discussion and clarification. iv) Using questions and answers teacher to guide students to explain the role of individuals in preserving and using the environment sustainably. v) Teacher to assign students individually to prepare a written summary on the roles/responsibilities of individuals in preserving the environment.	i) Resource persons ii) Books, magazines, pamphlets and reports on the environment iii) Internet iv) Braille text v) CD's, VCD's, DVD's Leaflets and banners on environmental issues	Is the student able to discuss the role of individuals in preserving the environment in which they live?	4



TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	b) organise environmental friendly activities.	i) Teacher to guide students in groups to design an environmental strategy which they can use to enhance the school environment. ii) Students to organize environmental friendly activities and carry them out in the school compound.	i) Books, magazines, pamphlets and reports on the environment ii) Web-based resources iii) Braille texts	Is the student able to: i) organise activities that are environmental friendly? ii) carry out environmental friendly activities?	4
2.3 HIV/AIDS	At the end of the sub topic the student should be able to: a) identify strategies in place in the community to combat HIV/AIDS pandemic.	i) Using the futures wheel method teacher to guide students to explain the causes and effects of the HIV/AIDS pandemic in Tanzania. ii) Teacher guide students invite a knowledgeable person from the community to talk with the students on the strategies in place in the community and their impact in combating HIV/AIDS pandemic. iii) Students to prepare individual summaries on the strategies in place for combating HIV/AIDS in Tanzania.	i) Books, pamphlets on HIV/AIDS ii) Braille texts iii) Statistics showing the number of people affected iv) CDs, VCDs, DVDs, banners and leaflets on HIV/AIDS pandemic.	Is the student able to identify the strategies in place in the community to combat HIV/AIDS pandemic?	4

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	b) evaluate the impact of the strategies against HIV/AIDS pandemic.	i) Teacher to guide students to conduct a debate in class on whether or not the strategies in place against HIV/AIDS pandemic are having the desired impact. ii) Teacher to guide students in a class discussion to identify reasons for the positive or negative results of the strategies in place against the HIV/AIDS pandemic in the country.	i) Web based resources ii) Braille text	Is the student able to evaluate the impact of the strategies against HIV/AIDS pandemic?	4
	c) discuss the role of the individual in preventing the spread of HIV/AIDS.	i) Teacher to assign students in groups to gather, process and present information on how individuals can participate in the preventing on/of the spread of HIV/AIDS. ii) Teacher to guide students to conduct a debate on whether or not the individual has a role to play in preventing the spread of HIV/AIDS pandemic.	i) Books and pamphlets on the HIV/AIDS pandemic ii) Knowledgeable persons iii) Braille documents	Is the student able to discuss the role of individuals in preventing the spread of HIV/AIDS pandemic?	

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/ LEARNING STRATEGIES	TEACHING/ LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
2.4 Corruption	At the end of the subtopic the student should be able to: a) identify forms of corruption in the society.	Teacher to guide students to: i) Brainstorm on the meaning and forms of corruption. ii) Find out from different sources how each form of corruption operates and its effects in the society. iii) Convey the information and present how each form of corruption operates and its effects in society.	i) Books or pamphlets on corruption ii) Resource persons iii) Internet iv) Flip charts and marker pens v) Braille texts	Is the student able to: i) identify forms of corruption in the society? ii) explain the effects of different forms of corruption in Tanzania?	3
	b) explain how corruption impacts on individual's rights and freedoms.	i) Using a role play teacher guide students to show corrupt activities in different spheres of life and how individuals are denied their rights and freedoms through corruption. ii) Teacher to guide students in groups to discuss the role play to identify the rights and freedoms which may be compromised through corruption.	i) Newspapers ii) Books and pamphlets iii) A role play instructions	Is the student able to explain how corruption impacts on individual's rights and freedoms?	4



TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/ LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	c) explain the extent and effects of corruption in the social economic development of our society.	i) Students to brainstorm on the effects of corruption in the society. ii) Teacher to assign students, individually to collect information from different sources on the extent and effects of corruption in the society. iii) Students in groups to use the information collected earlier to discuss and prepare a summary on the extent and effects of corruption in the society for class discussion and clarification.	i) Newspapers ii) books and pamphlets iii) Resource people iv) CDs, VCDs and DVDs on the effects of corruption.	Is the student able to explain the extent and effects of corruption in the social economic development of our society?	5

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/ LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	d) assess the effectiveness of the measures in place for combating corruption in Tanzania.	i) Students to use think - pair and share to identify measures in place for combating corruption in Tanzania. ii) Teacher to guide students in conducting a class discussion to establish the type of measures for combating corruption in Tanzania. iii) Using an opinion poll Teacher to guide a class to debate on the effectiveness of the measures in place to combat corruption in Tanzania.	i) Newspapers ii) Books and pamphlets	Is the student able to assess the effectiveness of the measures in place for combating corruption in Tanzania?	4
	e) propose other measures which can be taken to combat corruption in Tanzania.	i) Teacher to guide students to discuss in groups and propose further measures which can be used to combat corruption. ii) Students in groups to present their proposals for class discussion and clarification.	i) Newspapers ii) Books and pamphlets	Is the student able to propose other measures which can be taken to combat corruption in Tanzania?	4

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	f) discuss the role of individuals in fighting against corruption.	i) Teacher to assign students in groups to prepare guidelines for writing their roles on fighting against corruption. ii) Teacher to guide a class discussion on the role of individuals in the fight against corruption in Tanzania.	i) Newspapers ii) Books iii) Pamphlets iv) web-based resources	Is the student able to discuss the role of individuals in fighting against corruption?	4
2.5 Drug Abuse	At the end of the sub topic the student should be able to: a) discuss the reasons behind drug trafficking and use.	The teacher to guide students to: i) Use Think-pair and share technique to explain the meaning of drug abuse and drug trafficking. ii) Find information from people, news papers, and the internet on the reasons for the rise of drug abuse and drug trafficking in Tanzania. iii) Conduct a panel discussion on "the reasons behind drug abuse and drug traffic." iv) Prepare a summary on the reasons behind drug abuse and drug trafficking.	i) Resource people ii) Newspapers iii) Internet	Is the student able to discuss the reasons behind drug trafficking and use?	4



TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	b) analyse the effects of drug abuse to individuals and the society.	i) Students to discuss in groups and list the effects of drug abuse to individuals and the society for class presentation. ii) Using case studies, pictures and statistics Teacher to guide students to discuss and present in, a gallery walk the mental, physical, economic and social effects of drug use to individuals and the society. iii) Students to make scrap books (prepare a summary) on the effects of drug abuse to individuals and the society.	i) Pictures, drawing and paintings showing people who have been affected by drugs ii) Case studies on drug abuse iii) Statistics showing the number of people affected	Is the student able to analyse the effects of drug abuse to individuals and the society?	4

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/ LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	c) discuss the role of individuals and the community in preventing drug abuse and staying clean.	i) Students to use think -pair and share to identify the role of individuals in preventing drug abuse. ii) Teacher to guide students to conduct a classroom discussion for establishing the role of individuals in preventing drug abuse. iii) Teacher to assign students in groups to discuss and individually write down their feelings on the role of the community in preventing drug abuse. iv) Students to form groups to discuss the role of government in preventing drug abuse for class presentation discussion and clarification.	i) Pictures showing people who have been affected by drugs ii) Case studies on drug abuse iii) Statistics showing the number of people affected iv) Resource people v) Rehabilitation centres vi) Books on drug abuse	Is the student able to discuss the role of individuals and the community in preventing drug abuse?	4

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/ LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	d) explain the role of the community in rehabilitating the addicted.	i) Teacher to guide students through questions and answers to explain the meaning and steps for the rehabilitation of drug addicts. ii) Students in groups to look for information from knowledgeable people, institutions and books on rehabilitation programs designed for drug addicts. iii) Teacher to guide students to discuss in groups and present in class the role of the individual in helping to rehabilitate the addicted	i) Books on drug abuse ii) Guiding questions iii) Braille texts	Is the student able to explain the role of the community in rehabilitating the addicted?	4
<b>3.0 SCIENCE AND TECHNOLOGY IN DEVELOPMENT</b> <b>3.1 The Concept of Science and Technology.</b>	At the end of the subtopic the student should be able to: a) define the terms science and technology.	i) Teacher to guide students to brainstorm on the meaning of science and technology.	i) Books on drug abuse ii) guiding questions iii) Braille texts	Is the student able to define the terms science and Technology?	3



TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	b) discuss the relationship between science and technology.	i) Teacher to assign students in groups to gather information on science and technology and discuss and present the relationship between science and technology ii) Teacher to guide students in class discussion and clarification on the relationship between science and technology.	i) Internet ii) Books on science and technology iii) Newspapers cuttings iv) Braille texts v) Books on drug abuse	Is the student able to discuss the relationship between science and technology?	5
	c) identify major developments in science and technology.	i) Using written texts, newspapers and pictures, the teacher to guide students in groups to read, discuss and come up with the major developments in science and technology. ii) Teacher to guide students in their respective groups to present their findings for further class discussion and clarification.	i) Pictures ii) Books on science and technology iii) Newspapers iv) Braille documents	Is the student able to identify major developments in science and technology?	4

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
3.2 The Concept of Development	At the end of the subtopic the student should be able to: a) define the term development	i) Teacher to guide the students to brainstorm on the meaning development. ii) Teacher to assign questions to students in groups to identify and discuss factors for and indicators of development. iii) Teacher to guide each group to presents its findings for class discussion and clarification.	i) Braille ii) Books on development and sustainable development iii) Newspapers cuttings iv) Internet	Is the student able to define the terms development?	3
	b) analyse the role of sustainable development in building quality life.	Teacher to guide students to: i) Conduct a library research individually on the role of sustainable development in ensuring quality life. ii) Form panels to present their individual findings for group discussion. iii) Prepare summaries on the topic.	i) Document on sustainable development ii) Newspapers cuttings iii) Internet iv) Braille texts	Is the student able to analyse the role of sustainable development in ensuring quality life?	5

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/ LEARNING STRATEGIES	TEACHING/ LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
3.3 The role of Science and Technology in Development	At the end of the subtopic the student should be able to: a) explain the role of science and technology in the development and improvement of modern industries and provision of social services.	i) Teacher to assign students in groups to read written texts, newspapers and study pictures to identify, discuss and prepare presentation on the role of science and technology in the development and improvement of modern industries and provision of social services. ii) Using the gallery walk method , teacher to guide students in their groups to present their findings for class discussion and came up with the role of science and technology in the development of and improvement of modern industries, provision of social services and agriculture and food.	i) Braille documents ii) Books on science and technology iii) Internet iv) Pictures about industries and social services v) Flip charts	Is the student able to explain the role of science and technology in the development and improvement of modern industries and provision of social services?	3



TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/ LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	b) analyse the role of science and technology in sustainable development.	i) Teacher to guide students to brainstorm on the meaning of sustainable development. ii) Teacher to guide students in groups to read written sources to discuss and identify the qualities/ indicators of sustainable development and prepare a summary for class discussion. iii) Teacher to provide students with questions in groups to discuss the role of science and technology in sustainable development. iv) Teacher to guide students in their group to present their findings for class discussion and clarification.	i) Document on sustainable development ii) Web based resources iii) Braille texts	Is the student able to analyse the role of science and technology in sustainable development?	5

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/ LEARNING STRATEGIES	TEACHING/ LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	c) discuss the role of the government in promoting the development of science and technology in our country.	i) Teacher to guide students in groups to gather information on the role of the government in ensuring the development of science and technology in our country. ii) Teacher to guide student in their groups to present their findings for class discussion, clarification and summary making. iii) Teacher to guide students to prepare a debate on whether the government is playing its role effectively or not. iv) Teacher to guide students to take notes and making their own summary .	i) Web based resources ii) Braille texts	Is the student able to discuss the role of the government in promoting the development of science and technology in our country?	4
3.4 Transfer of Technology	At the end of the subtopic the student should be able to: a) explain the meaning and justification for transfer of science and technology.	i) Teacher to guide the students to explain the meaning and justification of transfer of science and technology by using question and answer method.	i) Prepared questions ii) Debate motion iii) Web based resources iv) Braille texts	Is the student able to explain the meaning and justification for transfer of science and technology?	3

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/ LEARNING STRATEGIES	TEACHING/ LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
		i) Teacher to guide students to prepare a debate on the importance of transfer of science and technology to developing countries. ii) Students to conduct a class discussion to clarify and summarize the importance of transfer of science and technology to developing countries.			
	b) explain the means by which science and technology is transferred from developed world to the developing countries	i) Using written sources the teacher to guide students in groups to read, discuss and identify various means through which science and technology is transferred from the developed world to developing countries. ii) Teacher to guide students in their groups to present their findings for class discussion and clarification.	i) Document on the transfer of science and technology ii) Internet iii) Braille texts	Is the student able to explain the means by which science and technology is transferred from developed world to the developing countries?	3



TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/ LEARNING STRATEGIES	TEACHING/ LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	c) discuss the advantages of relevant and appropriate technology for the development of the country.	i) Using written sources the teacher to guide students to individually read and write down the advantages of relevant and appropriate technology for the development of our country. ii) The teacher to guide students to form groups to discuss and present the findings for group discussion. iii) Students in their groups to present their findings for class discussion and clarification	i) Books on relevant and appropriate technology ii) Braille texts iii) Internet	Is the student able to discuss the advantages of relevant and appropriate technology to the development of the country?	3
	d) explain the consequences of using inappropriate technology in Tanzania.	Students in groups to discuss and present in class the consequences of using inappropriate technology in the country	i) Books on consequences of using inappropriate technology ii) Braille texts iii) Internet	Is the student able to explain the consequences of using inappropriate technology in Tanzania?	3

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
3.5 Issues related to Science and Technology in Tanzania	At the end of the subtopic the student should be able to: a) identify problems hindering the development of science and technology in Tanzania.	i) Teacher to guide the students in groups to gather information from texts, newspapers and internet, and discuss the problems hindering the development of science and technology in Tanzania. ii) Students in groups to present for class discussion the problems hindering the development of science and technology in Tanzania. iii) Teacher to guide the students to conduct a debate on whether problems hindering the development of science and technology in Tanzania are basically internally oriented or external. iv) Teacher to guide the students on a class discussion to classify and summarize the topic.	i) Written text on development of science and technology in Tanzania ii) Newspapers iii) Internet iv) Braille texts	Is the student able to:- identify problems hindering the development of science and technology in Tanzania?	5

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	b) examine problems related to the transfer of technology into our country.	i) Teacher to guide the students in a debate on whether the transfer of technology into Tanzania is causing problems or not. ii) Teacher to guide the students on a class discussion to clarify and summarize the topic.		Is the student able to explain problems related to the transfer of technology from one country to another?	3
	c) discuss the reasons for the decline of our local technology in Tanzania.	i) Teacher to guide students to individually gather information from the library, internet and newspapers on the reasons for the decline of our local technology in Tanzania. ii) Students to form small groups to present their findings conduct group discussion and prepare summary on the reasons for the decline of our local technology for class presentation and discussion.	i) Internet ii) Newspapers iii) Written texts on decline of local technology in Tanzania iv) Braille	Is the student able to discuss the reasons for the decline of our local technology in Tanzania?	5



TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
		iii) Using think, pair and share the teacher to guide students to identify and discuss and present the impact of the decline of local technology on our development. iv) Using question and answer the teacher to guide students to propose possible solutions for the impact of the decline of our local technology			
	d) propose measures for the revival and development of local technology.	i) Using written documents the teacher to guide students to read, discuss and identify strategies in place for the revival and development of local technology in our country. ii) Using questions and answers the teacher to guide students to discuss and recommend various measures for the revival and development of our local technologies.	i) Braille documents ii) Written documents on the revival and development of local technology in Tanzania	Is the student able to propose measures for the revival and development of local technology?	4

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
		iii) Teacher to guide students on a class discussion to clarify and summarize the proposals about the measures for the revival and development of our local technology.			
4.0 DEMOCRATIC PROCESS AND PRACTICES 4.1 The Concept and its Historical Development of Democracy.	At the end of the subtopic the student should be able to: a) explain the concept and historical development of democracy	i) Using think pair shares the teacher to guide students to explain the meaning of democracy. ii) Teacher to guide students through questions and answers to discuss and establish the features and importance of democracy iii) Using written texts the teacher to guide students in groups to read and discuss to present the historical development of democracy in the world.	i) Written texts on historical development of democracy ii) Written texts on historical development of democracy in Braille	Is the student able to explain the historical development of democracy?	4

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	b) analyse the process of democratisation in Tanzania.	i) Using questions and answers the teacher to guide students to identify the development all phases of democracy in Tanzania. ii) Teacher to guide students in groups to gather information on process of democratisation in Tanzania. iii) Students in groups to analyse information and use available evidence to explain the process of democratization in Tanzania. iv) Students in their groups to present their answers to the class for discussion and clarification.	Written texts on the process of democratisation in Tanzania	Is the student able to analyse the process of democratisation in Tanzania?	4



TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
		iii) Teacher to guide students on a class discussion to clarify and summarize the proposals about the measures for the revival and development of our local technology.			
4.0 DEMOCRATIC PROCESS AND PRACTICES 4.1 The Concept and its Historical Development of Democracy.	At the end of the subtopic the student should be able to: a) explain the concept and historical development of democracy	i) Using think pair shares the teacher to guide students to explain the meaning of democracy. ii) Teacher to guide students through questions and answers to discuss and establish the features and importance of democracy iii) Using written texts the teacher to guide students in groups to read and discuss to present the historical development of democracy in the world.	i) Written texts on historical development of democracy ii) Written texts on historical development of democracy in Braille	Is the student able to explain the historical development of democracy?	4

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
4.2 The Role of Government in the Democratic Process	At the end of the subtopic the student should be able to: a) assess the role of the government in the democratic process.	i) Teacher to guide students to interview different people in their society to collect information on the role of government in the democratic process. ii) Teacher to guide students to invite a knowledgeable person to talk about the role of government in the democratic process. iii) Students in groups to discuss and write a summary on the role of the government in democratic process for class presentation and classification. iv) Teacher to guide students in their groups to present their answers in class for further discussion and clarification.	i) Resource person ii) Collected information from the interview	Is the student able to assess the role of the government in the democratic process?	4

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	b) explain the role of local government in enhancing democracy in the country	i) Using information provided by the guest speaker, the teacher to guide students in small groups to discuss and explain the role of local government in enhancing democracy in Tanzania. ii) Teacher to guide students in their groups to present their answers in the class for further discussion.	i) Resource person ii) Collected information	Is the student able to explain the role of local government in enhancing democracy in the country?	3
	c) discuss the effects of abuse of power in a democratic society	i) Teacher to guide students to brainstorm on the meaning of abuse of power. ii) Using case studies, the teacher to guide students to discuss the effects of abuse of power in a democratic society. iii) Teacher to guide students to role play on how use question and answer. iv) Teacher to guide students to suggest ways that can be used prevent abuse of power in a democratic society.	Written case study on effects of abuse of power guiding question	Is the student able to discuss the effects of abuse of power in a democratic society?	5



TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
4.3 The Role and Responsibilities of Individual citizens and Civil Society Organisations in a Democratic Society	At the end of the subtopic the student should be able to: a) identify the roles and responsibilities of individual citizens in a democratic society.	i) Using think – pair – share technique the teacher to guide students to discuss and prepare a list of roles and responsibilities of individual citizens in a democratic society. ii) Using value clarification technique the teacher to guide students discusses the roles and responsibilities of individual citizens in a democratic society. iii) Students in groups to role play the role and responsibilities of individual citizens in a democratic society.	i) Text books ii) News papers iii) Web based resources	Is the student able to identify the roles and responsibilities of individual citizens in a democratic society?	4

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/ LEARNING STRATEGIES	TEACHING/ LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	b) explain the importance of each citizen playing his/her role and fulfilling his/her responsibilities in a democratic society.	i) Teacher guides students to divide into groups and each group collect cards which contain number of roles and responsibilities of individual citizen in a democratic society. ii) Students in their groups to discuss and write down the importance of each role and responsibility of individual citizen in a democratic society for class discussion and clarification.	i) Text books ii) News papers iii) Guiding questions iv) Web based resources v) Cards	Is the student able to explain the importance of each citizen playing his/her role and fulfilling his/her responsibilities in a democratic society?	5
	c) investigate the effects of neglecting individual roles and responsibilities in a democratic society.	Using concept map the teacher to guide students to discuss the effects of neglecting individual roles and responsibilities in a democratic society.	Concept map	Is the student able to investigate the effects of neglecting individual roles and responsibilities in a democratic society?	2

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/ LEARNING STRATEGIES	TEACHING/ LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	d) discuss the role of Civil Society Organisations (CSO) in the development and maintenance of a democratic society.	i) Using questions and answers the teacher to guide students to identify civil society organisations and their functions in Tanzania. i) Teacher to invite a leader of a civil society organisation from the community to come and table to students on the Role and contribution of civil society organisations in the development and maintenance of democratic society. iii) Teacher to guide class discussion on the role and contribution of civil society organisations in the development and maintenance of a democratic society.	i) Resource person from civil organization ii) Text books iii) News papers iv) Guiding questions v) Web based resources	Is the student able to discuss the role and of the civil society organisations contribution (CSO) in the development and maintenance of a democratic society?	5



TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/ LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
4.4 The Practice of Human Rights in Tanzania.	At the end of the sub topic the student should be able to: a) explain the development of human rights in Tanzania.	i) Teacher to assign students to read the Tanzania constitution, reports or any texts on human rights in Tanzania and write short notes on development of human rights in Tanzania from independence to date. ii) Students to form groups discussion and read and write summary of the development of human rights in Tanzania from independence. iii) Teacher to guide students in their groups to present their answers to the class for further discussion and clarification.	i) Constitution of Tanzania ii) Cooks reports on human rights in Tanzania	Is the student able to explain the development of human rights in Tanzania?	4

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	b) examine the role of individuals and government in enhancing human rights in Tanzania.	i) Teacher to guide students to conduct an interview to role of individuals and their government in enhancing human rights in Tanzania. ii) Students in groups to discuss and explain the role of individuals and the government in enhancing human rights in Tanzania using information collected during the interview iii) Teacher to guide students in their groups to present their answers to the class for further discussion and writing summary of role of individuals and the government in enhancing human rights in Tanzania.	Guiding questions for interview	Is the student able to examine the role of individuals and government in enhancing human rights in Tanzania?	4
	c) discuss the role and contribution of civil society organisations in the development and	i) Students in groups to read in the library, internet and other sources to identify and explain the meaning, role and	i) Flip chart ii) WEB-based resources iii) Books iv) News papers	Is the student able to discuss the role and contribution of civil society organisations in	

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/ LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	protection of human rights in Tanzania.	<p>contribution of civil society organisations in the development and protection of human rights in Tanzania.</p> <p>ii) Teacher to guide students in their groups to compile and summarize their findings on the role and contribution of civil society organisations dealing with development and protection of human rights in Tanzania.</p> <p>iii) Using gallery walk the teacher to guide students in groups to present their answers and make further discussion.</p>	v) Journals	the development and protection of human rights in Tanzania?	4



TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/ LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
4.5 The Practice of Democracy in Tanzania.	At the end of the sub topic the student should be able to: a) identify the behaviours practices and norms which define the ability of people to govern themselves.	i) Through the question and answer method the teacher to guide students to differentiate the terms behaviours, practices and norms which defines the ability of people to govern themselves. ii) Using a role play or case studies Teacher to guide students to discuss and explain how behaviours, practices and norms which defines the ability of people to govern themselves. iii) Teacher to guide students to carry out class discussion and summarize the behaviours, practical and norms which defines the ability of people to govern themselves.	i) Written case studies ii) WEB-based resources iii) Books iv) News papers v) Journals	Is the student able to identify the behaviours practices and norms which define the ability of a people to govern themselves?	3

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/ LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	b) explain the role of civic education in moulding independent, questioning and analytical citizens.	i) Teacher to guide students to brainstorm on the meaning of civic education. ii) Students to read in the library, internet and other sources to identify the basic elements of civic education in moulding independent questioning and analytical citizens. iii) Teacher to guide students in groups to discuss, explain and write summary of the following basic elements of civic education acquitting and using information, involvement making decisions including judgements, communicating cooperating and promoting interests for class discussion and clarification. iv) Through questions and answers the teacher to guide students to explain the importance of civic education in moulding an independent and analytical citizen.	i) WEB-based resources ii) Books iii) News papers iv) journals	Is the student able to explain the role of civic education in moulding independent, questioning and analytical citizens?	6

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/ LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	c) examine how the principles of democracy can be used as tools for managing conflicts in a society.	i) Teacher to guide the students through think - pair – share to list down the principles of democracy. ii) Students in groups to work on specific principles find out information from the library, internet and other sources to explain how those principles can be used as tools for managing conflicts in a society. iii) Teacher to guide students to debate on the role of principles of democracy in managing conflicts in the society.	i) Books on principles of democracy ii) WEB-based resources iii) Books iv) News papers v) Journals	Is the student able to examine how the principles of democracy can be used as tool for managing conflicts in a society?	3



TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/ LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	d) discuss the role of consensus and compromise in building and enhancing culture of democracy in a society.	i) Students to read from the internet, dictionaries and encyclopaedia and write the meaning of the terms consensus, compromise and culture of democracy. ii) Teacher to guide students to invite knowledgeable persons to come and talk to them on the role of consensus and compromise in building and enhancing culture of democracy in a society. iii) Students to listen to the guest speakers, take down notes and ask questions to classify points made by the guest speakers iv) Teacher to guide students conduct class discussion, summarize the role of consensus and compromise on building and enhancing a culture of democracy in a society.	i) Dictionaries and encyclopaedia ii) Web based resources iii) Resource persons iv) Books v) News papers vi) Journals	Is the student able to discuss the role of consensus and compromise in building and enhancing a culture of democracy in a society?	4

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
5.0 INTERNATIONAL AFFAIRS 5.1 Concept of Foreign Policy.	At the end of the subtopic the student should be able to: a) define foreign policy.	Using the think – pair- share technique teacher to guide students to explain the meaning of foreign policy.	i) WEB-based resources ii) Books iii) News papers iv) Journals	Is the student able to define foreign policy?	2
	b) discuss the principles of Tanzania's foreign policy.	i) Students to read text in the library, internet and other sources and identify the principles of Tanzania's foreign policy. ii) Using jig-saw technique the teacher to guide students to discuss and summarize the principles of Tanzania's foreign policy.	i) Written texts on Tanzania foreign policy ii) Web based recourses iii) Useful board e.g ceiling board for preparing jig-saw.	Is the student able to discuss the principles of Tanzania's foreign policy?	4
	c) explain the importance of Tanzania's foreign policy.	Using case studies the teacher to guide students to discuss and assess the importance of Tanzania's foreign policy.	i) Written case studies on importance of Tanzania's foreign policy	Is the student able to explain the importance of Tanzania's foreign policy?	2

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
5.2 Bilateral Cooperation.	a) explain the meaning of bilateral cooperation.	Using written texts on bilateral cooperation the teacher to guide students in groups to read, discuss and write down the meaning of bilateral cooperation for class presentation.	i) Written texts on meaning of bilateral cooperation ii) Written case studies on bilateral cooperation	Is the student able to explain the meaning of bilateral cooperation?	2
	b) assess the achievement of Tanzania's bilateral relations with other countries.	i) Using question and answer method teacher to guide students to identify countries which have close relations with Tanzania. ii) Teacher to guide students through debates or case studies to discuss and explain the advantages or disadvantages of Tanzania bilateral relations with other countries. iii) Teacher to assign students in groups to look for information from various sources and prepare a report on the successes resulting from	i) Written texts on meaning of bilateral cooperation ii) Journals iii) News paper iv) Braille documents	Is the student able to assess achievement of the Tanzania's bilateral relations with other countries?	6



TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
		<p>Tanzania's bilateral relations with different countries in the world.</p> <p>v) Teacher to guide students to discuss in groups and propose ways which Tanzania can use to enhance bilateral relations with other countries.</p>			
5.3 Multilateral Cooperation	<p>At the end of the subtopic the student should be able to:</p> <p>a) explain the meaning and importance of multilateral cooperation.</p>	<p>Teacher to guide students in groups to read written texts or case studies and discuss the meaning and importance of multilateral cooperation.</p>	<p>i) Written texts on multilateral cooperation</p> <p>ii) Web-based resources</p> <p>iii) News papers</p> <p>iv) Journals</p>	<p>Is the student able to explain the meaning of multilateral cooperation?</p>	4
	<p>b) identify the objectives of the following regional organisations:- EAC, SADC and ECOWAS.</p>	<p>i) Teacher to assign students in groups to read in the internet, library and any other sources and write down the objectives of the EAC, SADC and ECOWAS separately.</p>	<p>i) Internet</p> <p>ii) Books or texts on EAC, SADC and ECOWAS</p> <p>iii) Flip charts</p>	<p>Is the student able to identify the objectives of the following regional organisations:- EAC, SADC and ECOWAS?</p>	5

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
		ii) Using gallery walk or display the teacher to guide the students in groups to present and discuss the objectives of EAC, SADC and ECOWAS. iii) Students to prepare a summary of the objectives of EAC, SADC and ECOWAS.			
	c) assess the successes in implementation of the objectives of the following regional organisations; EAC, SADC and ECOWAS.	i) Teacher to assign students in pairs to read in the internet, library or any sources to explain the success stories about EAC, SADC and ECOWAS. ii) Using debates the teacher to guide students to discuss and judge the extent to which the objectives of EAC, SADC and ECOWAS have been achieved.	i) Internet ii) Journals, iii) Books iv) Magazine on multilateral cooperation	Is the student able to assess the implementation of the objectives of the following regional organisations; EAC, SADC and ECOWAS?	4

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/ LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	d) explain the background to the African Union (AU).	Teacher to assign students in groups to read in the internet, library or any other sources discuss and write the history or background to African Union for class presentation.	i) Internet ii. ) Texts on African Union iii. ) Flip charts	Is the student able to explain the background to the African Union (AU)?	4
	e) analyse the implementation of AU objectives.	i) Teacher to guide students to divide in groups and assign each group on objective of the AU to discuss and assess the extent to which that objective has been achieved or implemented. ii) Students to debate on success and failure of implementation of AU objectives. iii) Teacher to guide a class discuss to propose strategies which can be used to improve the implementation of AU objectives.	i) Topic or motion to be debated ii) Web-based resources iii) Books iv) News papers v) Journals	Is the student able to analyse the implementation of AU objectives?	4



TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
5.4 International Peace and Understanding	At the end of the sub topic the student should be able to: a) identify the causes of conflicts in Africa	i) teacher to guide students to conduct a study by interviewing different people read books, newspapers, magazines in the library, internet or watching TV to identify conflicts in different African countries. ii) Teacher to guide students in groups to read from different sources to identify causes of conflicts between countries in Africa. iii) Through a panel discussion the teacher to guide students to discuss and establish the main causes of conflicts in Africa.	i) Web-based resources ii) News papers iii) Journals	Is the student able to identify the causes of conflicts in Africa?	6
	b) assess peace education and other strategies in place for conflict resolution in Africa.	i) Using learning stations the teacher to guide students to read newspapers the internet or talk to knowledgeable people about peace education and identify other strategies in place for conflict resolution in Africa.	i) Web-based resources ii) News papers iii) Journals iv) Books v) Braille documents.	Is the student able to assess peace education and other strategies in place for conflict resolution in Africa?	5

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
		ii) Teacher to guide students divide in group, assign each group one strategy for conflict resolution in Africa to discuss and evaluate the extent to which the strategy has successfully resolved conflicts in African countries. iii) Students in their groups to prepare a report on their assessment of each strategy for further discussion in class.			
	c) discuss the nature, causes and effects of terrorism.	i) Teacher to guide students to brainstorm on the meaning of terrorism ii) Teacher to guide students in groups to interview different knowledgeable persons to identify the nature causes and effects of terrorism in the world today. iii) Students in groups to present their findings for class discussion. iv) Teacher to guide students in groups to find information on the international and national efforts to fight terrorism from class presentation, discussion and clarification.	i) Resources person ii) Guiding questions for conducting interview iii) Internet iv) Journal	Is the student able to discuss the nature, causes and effects of terrorism?	4

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	d) identify the objectives of the big powers.	i) Teacher to assign students in groups to read in the internet, library of any other sources and write down the objectives of the big power. ii) Using gallery walk or display the teacher to guide students in groups to present and discuss the objectives of the big power	i) Internet ii) Books iii) Magazines	Is the student able to identify the objectives of commonwealth and European Union (EU)?	3
	e) assess the role of big power in maintaining peace and understanding	i) Teacher to guide class discussion to identify the current roles played by big power in maintaining peace and understanding. ii) Using case studies or newspaper cuttings, students in groups to discuss and evaluate the success and failure of the big power in maintaining peace and understanding in different countries for class discussion.	i) Newspaper ii) Books	Is the student able to assess the role of the big powers in maintaining peace and understanding?	4



TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
5.5 United Nations Organisation (UN)	a) explain the historical background to the United Nations and its objectives.	Teacher to assign students in groups to read in the internet books, magazine/journals, newspapers or in any other sources discuss and write a brief history of United Nations for class discussion	i) Web based resources ii) Books iii) Magazines/journals iv) Newspaper	Is the student able to explain the historical background to the United Nations and its objectives?	3
	b) assess the role of United Nations in maintaining peace and understanding	i) Through questions and answer the teacher to guide students to identify cases where the UN is currently involved in peace keeping. ii) Using the cases identified students in groups to discuss and evaluate the success or failure to resolve the conflicts in the identified cases. iii) Teacher to guide students to debate on the success or failure of the United Nations in maintaining peace and understanding in the world.	i) Braille document ii) Books	Is the student able to assess the role of United Nations in maintaining peace and understanding?	5

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
5.6 Globalisation	At the end of the subtopic the student should be able to: a) explain the meaning, origin and features of globalisation.	i) Students to read from the internet, books, journal, handouts or watch and listen radio and TV to explain the meaning and origin and features of globalisation. ii) Teacher to guide a class discussion for students to describe and explain the meaning, origin and features of globalisation	i) Web-based resources ii) Books. iii) Journal. iv) Handouts on globalisation i) TV and radio ii) Braille documents	Is the student able to explain the meaning, origin and features of globalisation?	4
	b) examine how globalisation has influenced social, political and economic reforms in Tanzania.	i) The teacher to guide class discussion to identify social, political and economic reforms in Tanzania since 1980s. ii) Using learning stations technique the teacher to guide students in groups to read and discuss different social, political and economic reforms in Tanzania that have been influenced by globalisation. iii) Using reciprocal teaching	i) Written texts on social, political and economic reforms in Tanzania ii) Braille texts	Is the student able to examine how globalisation has influenced social, political and economic reforms in Tanzania?	4

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
		method students to present and explain how different social, political and economic reforms in Tanzania have been influenced by globalisation.			
	c) analyse the impact of globalisation in Tanzania.	i) Individual students to read written texts and identify the impact of globalisation in Tanzania. ii) Teacher to guide students to conduct a debate on advantages and disadvantages of globalisation to Tanzania. iii) Teacher to guide a class discussion to summarize the impact of globalisation to Tanzania and propose strategies which can be used by Tanzania cope with challenges of globalisation.	i) Written texts on impact of globalisation in Tanzania ii) topic/motion for debate iii) Braille documents	Is the student able to analyse the impact of globalisation in Tanzania?	



TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
6.0 LIFE SKILLS	At the end of the subtopic the student should be able to:				5
6.1 Moral Values.	a) explain the meaning and importance of moral values in a society.	i) Using case studies with moral dilemma teacher to guide students to read individually and state their position in the society. ii) Students in group to read written texts or newspaper cuttings on various issues to identify some of the moral values imbedded in the issues. iii) Using the question and answer method teacher to guide students to explain the meaning of moral values. iv) Using written sources, pamphlets and newspapers the teacher to guide students to read and prepare a summary of the importance of moral values in society.	i) Pamphlets ii) Newspapers iii) Braille texts on moral values iv) Web based resources	Is the student able to explain the meaning and importance of moral values in a society?	

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	b) identify moral values in our society.	i) Teacher to guide students to invite a guest to come and talk to the students about the moral values in which our society stands ii) Teacher to guide the students to discuss in groups and summarize the moral values of our society .	i) Resource persons ii) Books iii) Newspapers	Is the student able to identify moral values in our society?	4
	c) identify indicators of eroded moral values in our society.	i) Using different case studies and newspapers cuttings, teacher to guide students in groups to discuss and identify indicators of eroded moral values in our society.	i) Newspaper cutting ii) Written case studies iii) Braille texts iv) Flip charts	Is the student able to identify indicators of eroded moral values in our society?	3

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	d) investigate the causes for and effects of moral values erosion in our society.	i) Teacher to guide students in groups to conduct a study on the causes for and effects of moral values erosion in our society. ii) Students in their group to prepare a summary using texts graphics and role play on the causes and effects of moral erosion in our society.	i) Books, journals ii) News papers iii) Braille texts	Is the student able to investigate the causes for and effects of moral values erosion in our society?	4
	e) evaluate the impact of cultural and technological change to our moral values.	i) Using learning stations and written documents the teacher to guide students to evaluate the impact of cultural and technological changes to their moral values. ii) Student in their groups to present their findings from learning stations for class discussion and clarification on cultural and technological changes of moral values in Tanzania. iii) Using guided questions and case studies teacher to guide	i) Braille texts ii) Web based resources iii) Books, iv) Journals v) Newspapers	Is the student able to evaluate the impact of cultural and technological change to our moral values	5



TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
		<p>students in groups to discuss the impact of cultural and technological change to our moral values for class discussion and clarification.</p> <p>iv) Teacher to guide students to explain the meaning of cultural and technological change.</p> <p>v) Students to identify factors for cultural and technological change advantages and disadvantages of cultural change.</p>			
6.2 Culture of Care and Maintenance.	<p>a) discuss the importance of the culture of care and maintenance.</p>	<p>i) Teacher to guide students in groups to conduct a study in the community e.g. around the school on the state of buildings, equipment and other facilities on care and maintenance.</p> <p>ii) Teacher to guide students in their groups to prepare a summary of their findings for class discussion to come up with the effects of or failure to timely care and maintenance.</p>	<p>i) Charts with importance of culture</p> <p>ii) Books,</p> <p>iii) Magazine</p> <p>iv) Braille texts</p>	<p>Is the student able to discuss the importance of the culture of care and maintenance?</p>	3

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
		iii) Using question and answers the teacher to guide students to explain the meaning of culture of care and maintenance. iv) Teacher to guide students to discuss the importance of the culture of care and maintenance.			
	b) examine possible effects resulting from the failure of political and government leaders to adhere to leadership ethics.	i) Using the question and answer method the teacher to guide students to explain the meaning of ethics. ii) Students in groups to discuss and list down the qualities of a good leader. iii) Students in a class discussion to establish the ethical qualities for leaders. iv) Using written documents the teacher to guide students in groups to read and explains the importance of leaders portraying leadership ethics.	i) Braille texts ii) Books iii) Web based resources	Is the student able to examine possible effects resulting from the failure of political and government leaders to adhere to leadership ethics?	6

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
		v) Through question and answer the teacher to guide students to discuss the effects of failure of our political and government leaders to adhere to leadership ethics.			
	c) propose strategies for maintaining and promoting moral values.	i) Teacher to guide students to brainstorm on strategies for maintaining and promoting moral values. ii) Teacher to guide students in groups to discuss each strategy in place to come up with its effectiveness in promoting and maintaining moral values in the society. iii) Students in their groups to discuss and write down their feelings about the strategies in place and suggest further strategies for maintaining and promoting moral values in our society.	i) Guiding question ii) Books iii) Braille texts	Is the student able to propose strategies for maintaining and promoting moral values?	4



TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
6.3 Personal and Interpersonal Skills	At the end of the subtopic the student should be able to: a) discuss the meaning of personal and interpersonal skills.	i) Using brainstorming the teacher to guide the students to explain the meaning of personal and interpersonal skills. ii) Using question and answers the teacher to guide the students to identify some of the personal and interpersonal skills. iii) Using written documents the teacher to guide students in groups to read, identify and discuss the importance of personal and interpersonal skills.	i) Books on personal and interpersonal skills ii) Braille texts iii) Newspaper	Is the student able to discuss the meaning of personal and interpersonal skills?	4



TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
		v) Through question and answer the teacher to guide students to discuss the effects of failure of our political and government leaders to adhere to leadership ethics.			
	c) propose strategies for maintaining and promoting moral values.	i) Teacher to guide students to brainstorm on strategies for maintaining and promoting moral values. ii) Teacher to guide students in groups to discuss each strategy in place to come up with its effectiveness in promoting and maintaining moral values in the society. iii) Students in their groups to discuss and write down their feelings about the strategies in place and suggest further strategies for maintaining and promoting moral values in our society.	i) Guiding question ii) Books iii) Braille texts	Is the student able to propose strategies for maintaining and promoting moral values?	4

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
6.3 Personal and Interpersonal Skills	At the end of the subtopic the student should be able to: a) discuss the meaning of personal and interpersonal skills.	i) Using brainstorming the teacher to guide the students to explain the meaning of personal and interpersonal skills. ii) Using question and answers the teacher to guide the students to identify some of the personal and interpersonal skills. iii) Using written documents the teacher to guide students in groups to read, identify and discuss the importance of personal and interpersonal skills.	i) Books on personal and interpersonal skills ii) Braille texts iii) Newspaper	Is the student able to discuss the meaning of personal and interpersonal skills?	4





TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	b) demonstrate how personal and interpersonal skills can be used in solving social and economic problems.	i) Using social and economic situations teacher to guide students in groups to discuss and performs or role play the personal and interpersonal skills needed in solving social and economic problems. ii) Using role play the teacher to guide the students to role play a situation showing how personal and interpersonal skills could be used in solving various social and economic.	i) Books ii) Web based texts iii) Newspaper iv) Journals v) Braille texts	Is the student able to demonstrate how personal and interpersonal skills can be used in solving social and economic problems?	4
6.4 Self – Reliance and Entrepreneurship	At the end of the subtopic the student should be able to: a) explain the concepts of self reliance and entrepreneurship	Using written documents the teacher to guide students to read, discuss and explain the meaning of self reliance and entrepreneurship for class presentation	Books on self reliance and entrepreneurship	Is the student able to explain the concepts of self reliance and entrepreneurship?	3

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	b) discuss the qualities of a self reliant person and an entrepreneur.	<p>i) Using model persons the teacher to guide students in-groups discusses and identifies the qualities of a self reliant person entrepreneurial.</p> <p>ii) Teacher to guide students in groups to find information from different sources, discuss and prepare a summary of entrepreneurial values/attributes for class presentation.</p> <p>iii) Teacher to guide students in groups to discuss and present on a gallery walk such values/ attributes as tendency to take initiative, strong sense of ownership, strong action orientation, readiness to take reasonable risks and achievement orientation or urge to succeed.</p>	<p>i) Model persons</p> <p>ii) resource person</p> <p>iii) Books</p> <p>iv) Charts</p> <p>v) Newspapers</p> <p>vi) Web-based text</p>	Is the student able to discuss the qualities of a self reliant person and entrepreneur?	6

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
		<p>iv) Teacher to guide students in groups to find information from various sources on and discuss such entrepreneurial skills as creative problem solving negotiating, strategic thinking assertiveness decision making under uncertainty, leadership skills and opportunity identification skills for class presentation, discussion and clarification.</p> <p>v) Teacher to provide students in groups with situations and guide them to practice the skills mentioned in (IV) for presentation in class, discussion and clarification.</p> <p>vi) Teacher to guide students to invite a knowledgeable person to talk to students on such issues as motivation to entrepreneurial careers/lives and how to carry out a venture/ project creation process.</p>			



TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
		vii) Students guided by the teacher to discuss in class and prepare a summary on how to create a venture/project.			
	c) investigate reasons for the failure of Tanzania Youths to be self reliant and entrepreneurs.	i) Using question and answer the teacher to guide the students to identify youths and their social and economic importance to the society. ii) Students to conduct interviews to various groups of people to find out the reasons for the failures of youths to become self reliant and develop entrepreneurial abilities iii) Students in their groups to prepare a summary of the reasons for the failure of Tanzania's Youths to become self reliant for class	i) Guiding question ii) Web-based resources iii) News papers iv) journals	Is the student able to investigate reasons for the failure of Tanzania Youths to be self reliant and entrepreneurs?	3

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	d) demonstrate self – reliance and entrepreneurship skills.	i) Using VIPP cards the teacher to guide the students in groups to discuss and identify entrepreneurial self – reliant skills. ii) Students in their discussion for class discussion. iii) Teacher to guide students to role play different self- reliant/ entrepreneurial skills. iv) Using different situations or problems Teacher guide students to explain how they can use different entrepreneurial skills in different situations. v) Using different samples of project write ups the teacher to guide students in groups to discuss and identify main features of project write up for class discussion and clarification.	i) VIPP cards ii) Role play document iii) Braille texts iv) Books v) Web based texts	Is the student able to demonstrate self – reliance and entrepreneurship skills?	5

TOPIC/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING RESOURCES	ASSESSMENT	ESTIMATED NO. OF PERIODS
	e) propose strategies for promoting self – reliance in our society.	<p>i) Teacher to guide students in groups to read written text and newspapers to discuss and identify strategies in place to make the Youths self-reliant and entrepreneurs.</p> <p>ii) Students in groups to discuss the effectiveness of “MKUKUTA, National Strategy for Growth and Reduction of Poverty (NSGRP) MKURABITA”, National Property and Business Formalisation, Programme (NPBF) financial credit facilities and “Nguvu Kazoo” in promoting self-reliance in our society and present for class discussion and clarification.</p> <p>iii) Using question and answer method the teacher to guide the student to suggest other strategies for promoting self reliance in our society.</p>	<p>i) MKUKUTA documents</p> <p>ii) Newspapers</p> <p>iii) Written text on self reliance</p> <p>Written texts of financial institutions and Nguvu Kazi</p> <p>iv) Braille texts</p> <p>v) Web-based texts</p>	Is the student able to propose strategies for promoting self reliance in our society?	3



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