



HISTORY AND CITIZENSHIP SYLLABUS FOR

ORDINARY LEVEL S1-S3

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FOREWORD

Rwanda Basic Education Board is honoured to avail Syllabuses which serve as official documents and guide to competence based teaching and learning in order to ensure consistency and coherence in the delivery of quality education across all levels of general education in Rwandan schools.

The Rwandan education philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning the syllabus, teaching and learning and assessment approaches in order to ensure that the system is producing the kind of citizens the country needs. Many factors influence what children are taught, how well they learn and the competencies they acquire, among them the relevance of the syllabus, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. The ambition to develop knowledge based society and the growth of regional and global competition in the jobs market has necessitated the shift to a competence based syllabus. With the help of the teachers, whose role is central to the success of the syllabus, learners will gain appropriate skills and be able to apply what they have learned in real life situations. Hence, they will make a difference not only to their own lives but also to the success of the nation.

I wish to sincerely extend my appreciation to the people who contributed towards the development of this document particularly REB and its staff who organised the whole process from its inception. Any comment or contribution is welcome for future improvement of this syllabus.



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1. INTRODUCTION

1.1. Background to curriculum review

The rationale behind the History and Citizenship curriculum revision is that a shift needs to be made from the existing Knowledge Based Curriculum to a new Competency Based Curriculum. This means a shift from a curriculum that emphasised and developed Lower Order Thinking Skills (LOTS) comprised of knowledge and understanding, to a new curriculum that emphasises and develops more Higher Order Thinking Skills (HOTS) extending from application to creation through analysis and evaluation/synthesis.

The previous Rwandan history curriculum covered a range of historical events from different continents of the world. History is part of the Ordinary Level (OL) curriculum (for secondary school senior 1, 2 and 3 and is one of the subjects the Rwanda Basic Education Board (REB) examines at the end of Ordinary Level.

Previously, REB had political education and history as separate subjects. However, these two subjects share a lot in common. There was a great need to incorporate Political Education into History. The merger of the two subjects for this new curriculum made a new subject titled “History and Citizenship”. This is one of the compulsory subjects that are taught in Ordinary Level. Learners are expected to understand it, raise questions and develop skills that are relevant.

The new History and Citizenship syllabus guides the interaction between the teacher and the learners in the learning processes and highlights the competencies a learner should acquire during and the end of each learning unit. Learner will have the opportunity to apply History & Citizenship in different contexts and discover its importance in daily life. Teachers help the learners appreciate the relevance and benefits for studying this subject. This new History & Citizenship syllabus is prepared for all learners in Ordinary Level and it has to be taught in two periods per week.

1.2. Rationale of learning and teaching of History and Citizenship

The rationale of the review process for history and citizenship was to ensure that the new joint syllabus is responsive to the needs of the learner and shift from objective and knowledge based learning to competency based learning. Emphasis in the review has been more on building skills and competencies. The new History and Citizenship syllabus guides the interaction between the teacher and the learner in the learning process and highlights skills and values a learner should acquire by the end of each unit of learning.

1.2.1. History and Citizenship in society

History and Citizenship is an important discipline that has contributed to human activities, and political and social transformation throughout the whole world. This has enabled man to understand the past and present so as to anticipate the future. It is in line with the Political Education Sector, Economic Development and Poverty Reduction Strategy (II), Education Sector Strategic Plan 2013/14 – 2017/18, Education for All, Government Seven Year Program 2010-2017, Vision 2020 and the East African Community Protocol. This is one reason why it is included in the national and regional context.

An application of the knowledge of History and Citizenship is relevant to Political Science, Leadership, Management and Sociology. History and Citizenship should therefore play a central role in uniting people, the preservation of culture and conservation of social identities.

1.2.2. History and Citizenship and learners

History and Citizenship prepares learners to take combinations at a higher level that include History-Literature in English - Psychology (HLP) and History-Geography-Literature (HGL). These are intended to help young people to become good citizens. History and Citizenship is a subject that aims to prepare learners for the real world of work through career pathways such as law, administration, management, political science and sociology. The subject provides the skills and values that will help society in problem solving and empower it to manage both human and natural resources.

1.2.3. Competences

Competence is defined as the ability to use an appropriate combination of knowledge, skills, attitudes, values and behaviour to accomplish a particular task. That is the ability to apply learning with confidence in a range of situations. Basic competencies are addressed as broad subject competences and key competences embodied in the curriculum on a year on year basis and in clearly defined units of learning. The generic competencies, basic competences that must be emphasised and reflected in the learning process, are briefly described below and teachers will ensure that learners are exposed to tasks that help their learners acquire the skills.

Generic Competences

Critical and problem solving skills: The acquisition of such skills will help learners think imaginatively, innovatively and broadly to evaluate and find solutions to problems encountered in their surroundings.

Creativity and innovation: The acquisition of such skills will help learners to take initiative and use imagination beyond the knowledge provided in the classroom to generate new ideas and construct new concepts.

Research: This will help learners find answers to questions based on existing information and concepts and use it to explain phenomena from the gathered information.

Communication: Teachers, irrespective of being language teachers will ensure the proper use of the language of instruction by learners. Teachers should communicate clearly and confidently and convey ideas effectively both in spoken and written form by applying the appropriate language and relevant vocabulary.

Cooperation, inter personal management and life skills: This will help learners cooperate as a team in whatever task is assigned and to practice positive ethical moral values whilst respecting the rights, feelings and views of others. Learners will perform practical activities related to environmental conservation and protection. They will advocate for personal, family and community health, hygiene and nutrition and respond creatively to a variety of challenges encountered in life.

Lifelong learning: The acquisition of such skills will help learners update their knowledge and skills with minimum external support. Learners will be able to cope with the evolution of knowledge for personal fulfilment in areas that are relevant to their improvement and development.

Broad History and Citizenship competencies at the end of Ordinary Level

At end of the History and Citizenship course, the learner should be able to:

- Analyse and understand how societies evolved in order to know appropriately both near and distant environments so as to apply such techniques in developing his or her own society.
- Develop into a mature, informed, responsible and active participating citizen.
- Live in harmony and tolerance with others without any distinction of religion or other form of discrimination and exclusion that have caused problems in society such as the Tutsi genocide of 1994.
- Appreciate Rwandan values, universal values of peace, respecting human rights, gender equality, democracy, justice, solidarity and good governance.
- Promote moral, intellectual, social values through which learners will improve the competences and skills that are essential for the sustainable development of the country.
- Develop patriotic spirit, the sense of civic pride and awareness of what happens in the global community.
- Develop a sense of moral responsibility and commitment to social justice and gender equality.
- Encourage learners to assume responsibility for their own behaviour and to respect the rights of others.
- Promote the spirit of self reliance, dignity and cooperation among nations.

History and Citizenship and developing competences

The History and Citizenship syllabus is designed in such a way that teaching and learning activities will contribute to the development of generic competencies of critical thinking, research and problem solving, creativity and innovation, communication, and cooperation. It is through regular engagement with learning experiences which develop these competences that learners rise above the level of rote memorisation of knowledge and understanding as they become confident in applying their learning. The real life demands of the global economy are for people capable of performing in these practical ways rather than simply in test and examination situations. The learning activities in all syllabuses contribute to the development of these competences. In doing so, not only do learners develop the vital competences, but they also truly engage with what they have learned and so reinforce their knowledge and deepen their understanding. The overall focus of each unit is to develop a subject competence, something subject specific learners will be able to do as a result of studying the unit. The generic competences developed in the course of the unit all contribute to the overall subject competence. The generic competences should be regarded not as an additional burden on teachers and learners but as a critical element of the curriculum and as a key strategy for improving life chances and subject learning.

2. PEDAGOGICAL APPROACH

The implementation of the History and Citizenship syllabus will use learner centred methods of teaching. This approach will promote learning through doing where students are active participants in their own learning. It is a known fact that learners learn better when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. Teaching strategies must therefore be varied but flexible within well structured sequences of lessons: learner centred education does not mean that the teacher no longer has responsibility for seeing that learning takes place. Therefore, the learning process should be dominated by the learner guided by the teacher.

A great emphasis should be put on practical and comparative studies. Learners must be fully involved in the collection of historical information, reading and interpreting maps, photographs and statistics in History. The teacher must act as a guide and not as a source of all information.

The History and Citizenship syllabus puts great importance on the active participation of learners in the teaching and learning process.

2.1. The role of teacher

The change to a competency-based curriculum is about transforming learning, ensuring that learning is deep, enjoyable and habit-forming. Teachers therefore need to shift from the traditional method of instruction but rather play the role of a facilitator in order to value learners' individual needs and expectations. The teacher must identify the needs of the learners, the nature of the learning to be done, and the means to shape learning experiences accordingly.

The teacher's roles are to organise the learners in and out of the classroom and engage them through participatory and interactive methods through the learning processes as individuals, in pairs, or in groups. This ensures that the learning is personalised, active and participative, and co-operative. The teacher will design and introduce the tasks for the class to perform or for immediate discussion. The role of the teacher will be to guide the learners in constructing their own learning and knowledge. Learners are taught how to use textbooks and other resource materials in different ways: to search for and make use of information in writing their own notes.

The teacher must select and develop appropriate materials, such as teaching models and charts for the learners to use in their work. The teacher must devise remedial strategies in and outside the classroom to address the issue of low achievers and those with learning difficulties to ensure they keep pace with the rest in acquiring the required competencies.

The teacher must accompany learners to historical sites, museums and other field studies. While in the field, the teacher must guide learners to collect historical information.

2.2. The role of the learner

The activities of the learner are indicated against each learning unit and they all reflect the appropriate engagement of the learner in the learning process. The teaching and learning process will be tailored towards creating a learner friendly environment based on the learner's capabilities, needs, experience and interests. The learning activities will be organized in a way that encourages learners to construct the knowledge either individually or in groups in an active

way. Learners will work on one competency at a time in the form of discrete units with specific learning outcomes broken down into knowledge, skills and attitude.

Learners are expected to carry out research, using the internet, reading a range of materials, using video, films and testimonies so as to get historical information. Thereafter, they should make presentations of the gathered information. Above all, learners are required to be obedient, honest and hardworking in order to make learning process productive.

2.3. Special needs education and inclusive approach

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programmes. This assumption is the focus of special needs education. The critical issue is that we have persons/learners who may be different in their ways of living and learning as opposed to the majority. The difference can either be emotional, physical, sensory and intellectually learning challenged traditionally known as learning difficulties.

These learners equally have the right to benefit from the free and compulsory basic education in mainstream schools. Therefore the schools' responsibility is to enrol them and set strategies to provide relevant education for them. The teacher therefore is required to consider each learner's needs during the teaching and learning process. Assessment strategies and conditions should also be standardised to the needs of these learners. Detailed proposals for each category of learners with special needs education needs are provided for in the guidance for teachers.

3. ASSESSMENT APPROACH

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of an individual learner's progress in learning and to make a judgment about his or her achievements measured against defined standards. Assessment is an integral part of the teaching and learning processes. In the new competence based curriculum assessment must also be competence based; whereby a learner is given a complex situation related to his/her everyday life and asked to try to overcome the situation by applying what he/she has learned. Assessment will be organized at the following levels: school-based assessment, District examinations, national assessment (LARS) and national examinations.

3.1. Types of assessments

3.1.1. Formative and continuous assessment (assessment for learning)

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning his/her lesson, he/she should establish criteria for performance and behavior changes at the beginning of a unit. Then at the end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competencies based on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and the generic competencies described in the syllabus and from this the teacher will gain a picture of the all round progress of the learner. The teacher will use one or a combination of the following: (a) observation (b) written (c) oral questioning.

3.1.2. Summative assessment (assessment of learning)

When assessment is used to record a judgment of a competence or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether learning objectives have been achieved and to use the results for the ranking or grading of learners, for deciding on progression, for selection into the next level of education, and for certification. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competencies.

The process can be internal school based assessment or external assessment in the form of national examinations. School based summative assessment should take place once at the end of each term and once at the end of the year. School summative assessment average scores for each subject will be weighted and included in the final national examinations grade. School based assessment average grades will contribute a certain percentage as teachers gain more experience and confidence in assessment techniques and in the third year of the implementation of the new curriculum it will contribute 10% of the final grade but will be progressively increased. Districts will be supported to continue their initiative to organize a common test per class for all the schools to evaluate the performance and the achievement level of learners in individual schools. External summative assessment will be done at the end of P6, S3 and S6.

3.2. Record keeping

This is gathering facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standards. Whatever assessment procedures used shall generate data in the form of scores which will be carefully be recorded and stored in a portfolio because they will contribute to possible remedial actions and alternative instructional strategies, to feed back to the learner and his or her parents as well as to the final assessment of the students.

This portfolio will be a folder (or binder or even a digital collection) containing the student's work as well as the student's evaluation of the strengths and weaknesses of their work. Portfolios will reflect not only work produced (such as papers and assignments), but also a record of the activities undertaken over time as part of student learning. The portfolio output (formative assessment) will be considered. It will also serve as a certification tool for each learner that he/she has attended the whole learning process before he/she undergoes the summative assessment for the subject. The results from the portfolio will contribute 50% of summative assessment of each year.

3.3. Item writing in summative assessment

Before developing a question paper, a plan or specification of what is to be tested or examined must be prepared to show the units or topics to be tested, the number of questions relating to in each level and the mark allocation for each question. In a competency based curriculum, questions from higher levels of Bloom's taxonomy should be given more weight than those from the knowledge and comprehension level.

Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards competency based assessment by doing the following:

- Identify topic areas to be tested from the subject syllabus.
- Outline subject matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.
- Ensure that the terms used in the formulation of questions do not require memorization or recall answers only but test broad competencies as stated in the syllabus.

Structure and format of the examination:

There will be two (2) papers in the History & Citizenship subject.

Paper I: African History;

Paper II: European History and the rest of the world

3.4. Reporting to parents

The wider range of learning in the new curriculum means that it is necessary to think again about how to share learners’ progress with parents. A single mark is not sufficient to convey the different expectations of which are in the learning objectives. The most helpful reporting is to share what students are doing well and where they need to improve.

4. RESOURCES

4.1. Materials needed for implementation

Materials needed for implementation (Relevant textbooks about):

- History of Rwanda
- History of Africa
- World ancient and modern civilisations;
- Modern World History and World Wars,
- Atlas
- Geographical and Historical maps

Other materials

- Use of internet
- Films and videos (audio-visual sources)
- Historical sites
- Archeological sites
- Memorial sites
- Photographs
- Museum
- Tale, tactile maps, stories and testimonies

4.2. Human resource

To teach History and Citizenship syllabus well, teachers need to be qualified for secondary level, to be open-minded, to behave professionally and to act as a role model, as well as being properly trained for delivering the national curriculum.

For effective and efficient teaching of this History and Citizenship syllabus, a teacher should:

- Have at least a diploma in History from a recognized teaching Institution of Higher learning.
- Properly use text books, teachers' guide, historical information that are in line with this curriculum.
- Have a good command of the English language and use it properly.
- Have some basics skills and knowledge about in special needs education like Rwandan sign language, braille reading and writing.
- Be able to modify the methodology to accommodate the diversity needs of learners in class.
- Be an objective assessor of learner's performance and demonstrate strong leadership skills.
- Be well organized, and able to manage his/her tasks and time well.

5. SYLLABUS UNITS

5.1. Presentation of the structure of the History syllabus units

The History and Citizenship subject is taught and learned in lower secondary education as a core subject, i.e. in S1, S2 and S3 respectively. At every grade, the syllabus is structured in Topic Areas, sub-topic Areas where applicable and then further broken down into Units.

The Units have the following elements:

- The Unit is aligned with the Number of Lessons.

- Each Unit has a Key Unit Competency whose achievement is pursued by all teaching and learning activities undertaken by both the teacher and the learners.
- Each Unit Key Competency is broken into three types of Learning Objectives as follows:
 - a) *Type I:*** Learning Objectives relating to Knowledge and Understanding (*Type I* Learning Objectives are also known as Lower Order Thinking Skills or LOTS).
 - b) *Type II and Type III:*** These Learning Objectives relate to acquisition of skills, Attitudes and Values (*Type II and Type III Learning* Objectives are also known as Higher Order Thinking Skills or HOTS). These Learning Objectives are actually considered to be the ones targeted by the present reviewed curriculum.
- Each Unit has a content which indicates the scope of coverage of what a teacher should teach and a learner should in line with stated learning objectives.
- Each Unit suggests Learning Activities that are expected to engage learners in an interactive learning process as much as possible (learner centered and participatory approach).
- Finally, each Unit is linked to other subjects, its Assessment Criteria and the Materials (or Resources) that are expected to be used in the teaching and learning process.

The syllabus of History and Citizenship has 7 Topic Areas (Collecting and Analyzing Historical Sources History of Rwanda, History of Africa, World History Society, Individual and Family and Individual. As for units, they there are 14 Units in S1, 14 in S2, and 15 in S3.

5.2. History and Citizenship for senior one

5.2.1. Key competencies at the end of senior one

At the end of senior one a learner will be able to:

- Describe the origin and expansion of Rwanda and locate Rwanda in time and space.
- Explain the concepts of History and Citizenship, how historical information is collected, its role and its link with other subjects.
- Describe Rwandan and Egyptian civilizations.
- Describe the rise and organization of Trans-Saharan and triangular trade.
- Explain the concepts of dignity, family personal and family values and self-reliance.
- Explain the concepts of disability and inclusive education;
- Describe forms and principles of democracy and individual identity.

5.2.2. History and Citizenship units for senior one

| TOPIC AREA: COLLECTING AND ANALYSING HISTORICAL SOURCES | | SUB-TOPIC AREA: CONCEPTS OF HISTORY AND HISTORICAL RESEARCH | | |
|--|--|---|---|---|
| S.1. HISTORY AND CITIZENSHIP | | Unit 1: HISTORICAL SOURCES | | No. of periods: 5 |
| Key Unit Competence: To be able to analyse the definition of History, appreciate its importance and critique methods used to collect historical information. | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain the concept of history. - Explain how historical information is collected. - Describe different ways of collecting historical information in Rwanda. - Describe the relevance and importance of history in today's life. - State challenges encountered when collecting historical information in general and in Rwanda. | <ul style="list-style-type: none"> - Present the timeline showing the past, present and future. - Compare different historical sources. - Evaluate the importance of history in comparison with other sciences. - Analyse challenges encountered in collecting historical information in general and in Rwanda . | <ul style="list-style-type: none"> - Appreciate the role of history in human development. - Acknowledge the importance of historical sources. - Criticize the accuracy of different historical sources. - Advocate for the study of history among his/her peers. - Demonstrate commitment in dealing with the challenges encountered in collecting historical information. | <ul style="list-style-type: none"> - Definition of history. - Different sources of history. - Process of collecting historical information. - Sources of historical information: archaeology or other material, oral, written, audio-visual sources, linguistic, anthropology, genetics - Different ways of collecting historical information in ancient Rwanda - Importance of history. - Challenges in collecting historical sources in general and in ancient Rwanda. | <ul style="list-style-type: none"> - Individual research on definition of history through reading documents, internet browsing, interviewing expert persons, etc. Afterwards note down key points. - Learners carry out field study at historical sites, museums and afterwards present their report. - Form group discussions about the process of collecting historical information and its sources. Afterwards make presentation of group discussion findings. - Learners research on how historical information is collected. Form group discussions about the challenges faced in collecting historical sources. Thereafter make a presentation of group discussion results. |
| Links to other subjects: <i>Extended units in languages, map and field work in Geography.</i> | | | | |
| Assessment criteria: <i>Ability to explain the advantages and disadvantages of historical information.</i> | | | | |
| Materials: <i>Textbooks, internet, poems, media (videos, newspaper) stories, fossils, tactile materials, jaws software, talking globes & tactile maps and braille materials. Signs language should be used when teaching learners with hearing impairment language, etc.</i> | | | | |

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| TOPIC AREA: HISTORY OF AFRICA | | SUB-TOPIC AREA: HISTORY OF ANCIENT AFRICA | | |
| S.1 HISTORY AND CITIZENSHIP | | Unit 2: EVOLUTION OF HUMANKIND | | No. of periods: 6 |
| Key Unit Competence: To be able to analyse how humankind evolved, developed and settled in different parts of Africa. | | | | |
| Learning Objectives | | | | |
| Knowledge and understanding | Skills | Attitudes and values | Content | Learning Activities |
| <ul style="list-style-type: none"> - Explain the different theories of the origin of humankind. - Explain the development of humankind during the Stone Age periods. | <ul style="list-style-type: none"> - Describe early physical and cultural development of humankind from the Paleolithic era to modern times in order to know our origins. - Evaluate different theories that have been put forward to explain the origin of humankind and test the validity of each theory. - Assess human discoveries during the Stone Age periods. | <ul style="list-style-type: none"> - Critique theories of the origin of mankind from the primate family into modern human. - Appreciate the importance of major human developments during the Stone Age. - Show respect for discoveries of mankind in the Stone Age period. | <ul style="list-style-type: none"> - Origin of mankind. - Evolution of humans. - Stone age periods. - Discoveries made in the Stone Age period (old, middle, and new Stone Age.) - Characteristics of hunter-gatherer societies. | <ul style="list-style-type: none"> - Learners read relevant materials and use internet to gather information about the origin of humankind, how humans evolved and the major discoveries during the Stone Age period and present their findings. - Visit historical sites and museum to collect facts about the origins and development of human and report back on the results of their trip. |
| Links to other subjects: <i>Evolution of humans in biology, migration in geography and social studies.</i> | | | | |
| Assessment criteria: <i>Ability to analyse how humankind evolved, developed and settled in different parts of Africa.</i> | | | | |
| Materials: <i>Textbooks, internet, films, media, (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

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| TOPIC AREA: HISTORY OF AFRICA | | | SUB-TOPIC AREA: HISTORY OF ANCIENT AFRICA | |
| S.1 HISTORY AND CITIZENSHIP | | | Unit 3: EGYPTIAN CIVILIZATION | No. of periods: 6 |
| Key Unit Competence: To be able to explain the importance of early Egyptian civilization to the modern world. | | | | |
| Learning Objectives | | | Content Skills | Learning Objectives Knowledge and understanding |
| Knowledge and understanding | Skills | Knowledge and understanding | | |
| <ul style="list-style-type: none"> - Explain the notion of civilisation and its components. - Explain the origin of Egyptian civilisation. - Explain the importance of Egyptian civilisation to the modern world. | <ul style="list-style-type: none"> - Assess notion and components of civilisation in reference to modern life. - Examine the origin and rise of Egyptian civilisation and compare it with Rwandan civilization. - Assess the major elements of Egyptian civilisation and evaluate their contribution to the modern world. | <ul style="list-style-type: none"> - Explain the notion of civilisation and its components. - Explain the origin of Egyptian civilisation. - Explain the importance of Egyptian civilisation to the modern world. | <ul style="list-style-type: none"> - Assess notion and components of civilisation in reference to modern life. - Examine the origin and rise of Egyptian civilisation and compare it with Rwandan civilization. - Assess the major elements of Egyptian civilisation and evaluate their contribution to the modern world. | <ul style="list-style-type: none"> - Explain the notion of civilisation and its components. - Explain the origin of Egyptian civilisation. - Explain the importance of Egyptian civilisation to the modern world. |
| Links to other subjects: <i>Hydrography and irrigation in Geography.</i> | | | | |
| Assessment criteria: <i>Ability to explain some aspects of the ancient Egyptian civilisation.</i> | | | | |
| Materials: <i>Textbooks, internet, films, media, (radio, newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Signs language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

| TOPIC AREA: HISTORY OF AFRICA | | SUB-TOPIC AREA: HISTORY OF ANCIENT AFRICA | | |
|--|---|--|--|--|
| S.1 HISTORY AND CITIZENSHIP | | Unit 4: TRANS-SAHARAN TRADE | | No. of periods: 6 |
| Key Unit Competence: To be able to identify factors for the development and decline of Trans-Saharan trade. | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Identify the factors for the rise and expansion of Trans-Saharan trade. - Identify the effects and problems faced by traders during Trans-Saharan trade - Explain reasons for the decline of Trans-Saharan trade | <ul style="list-style-type: none"> - Examine the factors for rise of Trans-Saharan trade and interpret it in modern way - Evaluate the effects of Trans-Saharan trade and judge their influence. - Carry out an investigation on the reasons for its decline | <ul style="list-style-type: none"> - Appreciate the factors for the rise of the Trans-Saharan trade - Appreciate the effects and problems of Trans-Saharan trade - Show concern the reasons for the decline of Trans-Saharan trade - Acquire the spirit of hardworking | <ul style="list-style-type: none"> - Rise of Trans-Saharan trade - Effects of Trans-Sahara trade - Reasons for the decline of Trans-Saharan trade | <ul style="list-style-type: none"> - Learners work in groups and use relevant materials to understand the rise, expansion of trans-Saharan trade and summarize their findings. - Learners research on the effects, problems and decline of trans-Saharan trade using (library, internet etc). Thereafter present the results in the class. |
| Links to other subjects: <i>Trade and exchange in Economics and Entrepreneurship.</i> | | | | |
| Assessment criteria: Ability to understand the rise, effects and decline of Trans-Saharan trade | | | | |
| Materials: <i>Documents, internet, films, media, (radio, newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Signs language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

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| TOPIC AREA: HISTORY OF AFRICA | | SUB-TOPIC AREA: HISTORY OF ANCIENT AFRICA | | |
| S.1 HISTORY AND CITIZENSHIP | | Unit 5: TRANS-ATLANTIC SLAVE TRADE (The Triangular Trade) | | No. of periods: 4 |
| Key unit competence: To be able to analyze the growth and effects of the Trans-Atlantic Slave Trade | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Identify the reasons behind the rise and expansion of the Trans-Atlantic Slave trade. - Identify the effects of the Trans-Atlantic Slave trade. | <ul style="list-style-type: none"> - Examine the factors responsible for the rise the Trans-Atlantic Slave trade and interpret them. - Evaluate the effects of the Trans-Atlantic Slave trade and judge their influence. | <ul style="list-style-type: none"> - Understand what the transatlantic slave trade was. - Appreciate the factors behind the rise of the Trans-Atlantic Slave trade. - Appreciate the effects of the Trans-Atlantic Slave trade. | <ul style="list-style-type: none"> - Factors for the rise, growth and development of Trans-Atlantic Slave trade - Effects of Trans-Atlantic Slave Trade | <ul style="list-style-type: none"> - Learners work in groups and use relevant materials to research the rise of the Trans-Atlantic Slave trade and summarise their findings in essay form. - Learner will research on the effects of the Trans-Atlantic Slave trade using library, internet, etc. Then present the results in class followed by questions and answers. |
| Links to other subjects: <i>Trade and exchange in economics and entrepreneurship, displacement of people and migration in geography.</i> | | | | |
| Assessment criteria: Ability to explain the factors for the growth and effects of the transatlantic slave trade. | | | | |
| Materials: <i>Textbooks, internet, films, media, (radio, newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

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| TOPIC AREA: COLLECTING AND ANALYSING HISTORICAL SOURCES | SUB-TOPIC AREA: CONCEPTS OF HISTORY AND HISTORICAL RESEARCH |
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| S.1 HISTORY AND CITIZENSHIP | Unit 6: ORIGIN AND EXPANSION OF RWANDA KINGDOM | No. of periods: 6 |
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Key Unit Competence: To be able to explore the origin and expansion of Rwandan kingdom in the intrelacustrine region.

| Learning Objectives | | | Content | Learning Activities |
|---|---|---|--|---|
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain the origin and expansion of Rwandan society. - Describe the factors for expansion and decline of Rwanda Kingdom. | <ul style="list-style-type: none"> - Examine the origin, and expansion of the Rwanda kingdom in comparison to other kingdoms. - Assess the factors of expansion and decline of the Rwanda kingdom in order to find out why Rwanda was different from other kingdoms as this will develop learners' spirit of nationalism and awareness. | <ul style="list-style-type: none"> - Appreciate the origin and expansion of Rwanda kingdom - Acknowledge the expansion and decline of the Rwanda kingdom. | <ul style="list-style-type: none"> - Origin of Rwandan kingdom. - Reasons for expansion of Rwanda Kingdoms. - The most important monarchies: <ul style="list-style-type: none"> - Ruganzu I Bwimba - Kigeli II Mukobanya - Ruganzu II Ndoli - Cyilima II Rujugira - Kigeli III Ndabarasa - Yuhi IV Gahindiro - Mutara II Rwogera - Kigeli IV Rwabugiri - Reasons for decline of Rwanda kingdom. | <ul style="list-style-type: none"> - Learners will use relevant documents to gather information on the kingdoms in the intrelacustrine region and summarise their points. - Learners carry out field study at historical sites, museums and afterwards present their report. - Referring to the visit and reading from different history books, student discuss in groups about the origin and expansion of the Rwandan kingdom and present results followed by question and answer session. - To write the documents summarizing the origin and expansion of Rwanda kingdom. |

Links to other subjects: *Extended units in Literature (languages), barter trade, pre-colonial economy in economics, map reading and photographic interpretation in geography.*

Assessment criteria: *Ability to explore the different theories of origin, expansion and decline of the Rwandan kingdom.*

Materials: *Textbooks, internet, poems, media, stories, songs, fossils, tactile materials, jaws software, talking globes & tactile maps and braille materials. Signs language should be used when teaching learners with hearing impairment, language difficulties, etc.*

| TOPIC AREA: HISTORY OF RWANDA | | SUB-TOPIC AREA: HISTORY OF ANCIENT, COLONIAL AND POST- COLONIAL RWANDA | | |
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| S.1 HISTORY AND CITIZENSHIP | | Unit 7: ORGANIZATION OF PRE-COLONIAL RWANDA | | No. of periods: 8 |
| Key Unit Competence: To be able to describe the organization of pre-colonial Rwanda. | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Describe the social, cultural, political and economical organisation of pre-colonial Rwanda. - Identify different famines and epizooties and their impact on Rwandan society. - Point out the socio-political and economic dependence of pre-colonial Rwanda. | <ul style="list-style-type: none"> - Analyse the social, cultural, political and economic organisation of pre-colonial Rwanda and compare it with the current organization. - Analyse the causes and consequences of different famines and epizooties that happened during pre-colonial Rwanda. - Evaluate the impact of socio-political and economic dependence of pre-colonial Rwanda. | <ul style="list-style-type: none"> - Appreciate the importance of social, political, cultural and economic organisation of pre-colonial Rwanda. - Acquire compassion and generosity to the victims of famine. - Value the socio-political and economic dependence of pre-colonial Rwanda dependence. | <ul style="list-style-type: none"> - Social organisation of the Rwandese traditional society: (Family, marriage Solidarity division of labour); - Cultural organisation: (oral literature, traditional religion, rites); - Political and military organisation; - Organization of Itorero in ancient Rwanda - Economic organisation (agriculture, cattle keeping, commerce, artisanship); famine and epizooties; - Socio-political and economic dependence (ubuhake, ubukonde, uburetwa). | <ul style="list-style-type: none"> - Form groups and discuss the social, political and economic organisation of pre-colonial Rwanda and make presentations in class followed by question and answer sessions. - Form groups and discuss the social, political and economic dependence of pre-colonial Rwanda and make presentations in class followed by question and answer sessions - Learners form groups and research on types of famine, their causes and consequences in Rwanda, then summarise their findings. |
| Links to other subjects: <i>Song, poems and culture in Kinyarwanda subject; songs, poems and musical instruments in music and drama.</i> | | | | |
| Assessment criteria: <i>Ability to correctly understand the strengths and weaknesses of the organization of pre-colonial Rwanda.</i> | | | | |
| Materials: <i>Textbooks, internet, poems, media, stories, songs, tactile materials, jaws software, talking globes & tactile maps and braille materials. Signs language should be used when teaching learners with hearing impairment, language difficulties, etc.</i> | | | | |

| TOPIC AREA: SOCIETY | | SUB-TOPIC AREA: DEMOCRACY AND JUSTICE | | |
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| S.1 HISTORY AND CITIZENSHIP | | Unit 8: FORMS AND PRINCIPLES OF DEMOCRACY | | No. of periods: 4 |
| Key Unit Competence: To be able to explain forms and principles of democracy. | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain the concept of democracy. - Identify the principles of democracy. - Explain different forms of democracy. | <ul style="list-style-type: none"> - Evaluate forms of democracy in accordance with leadership. - Analyse different principles of democracy and understand the role and relationship between three powers. - Compare different forms of democracy. | <ul style="list-style-type: none"> - Appreciate the importance of democracy for society. - Show concern for democratic practices. | <ul style="list-style-type: none"> - Definition of democracy. - Principles of democracy: - Forms of democracy. | <ul style="list-style-type: none"> - Learners read relevant materials to get information about democracy, its forms and principles and present the results in class as a written report. - Learners elect their heads (boy or girl) in class with the teacher leading this activity and discussion of how the election worked. - Write a poem on democracy. |
| <i>Links to other subjects: Democracy and good governance (general studies and communication skills).</i> | | | | |
| <i>Assessment criteria: Ability to explain how democracies work, their forms and principles.</i> | | | | |
| <i>Materials: Documents, internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

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| TOPIC AREA: SOCIETY | | SUB-TOPIC AREA: HUMAN RIGHTS, CITIZEN DUTIES AND RESPONSIBILITIES | | |
| S.1 HISTORY AND CITIZENSHIP | | Unit 9: CONCEPT OF HUMAN RIGHTS, CITIZEN DUTIES AND RESPONSIBILITIES AND WAYS OF PREVENTING HUMAN RIGHTS VIOLATIONS | | No. of periods: 5 |
| Key Unit Competence: To be able to explain the concepts of human rights, preventing human rights violations and citizen duties and responsibilities | | | | |
| Learning Objectives | | | | |
| Knowledge and understanding | Skills | Attitudes and values | Content | Learning Activities |
| <ul style="list-style-type: none"> - Explain the concept of human rights. - State some cases of human rights violation. - Identify different ways of preventing human rights violation. | <ul style="list-style-type: none"> - Assess human rights concepts at national and international levels by considering humanism in different societies. - Examine ways of preventing human rights violation by referring to justice and democracy in societies and appropriate remedial action. - Compare cases of human rights violation in different societies. - Analyse the consequences of abusing of children's rights | <ul style="list-style-type: none"> - Appreciate the importance of human rights protection. - Show respect for every human being. - Show concern for human rights violation. - Promote respect for the rights of the child in their daily life. | <ul style="list-style-type: none"> - Concept of human rights. - preventing human rights violations Citizen duties and responsibilities | <ul style="list-style-type: none"> - Read relevant materials to get information about human rights and summarise findings. - Discuss in groups human rights violation cases and present the results in class. - Role play on how to prevent human rights violation and write a poem about the issue. - Form groups and research into children's rights and how they have been violated in different societies, then make a presentation in class. |
| Links to other subjects: <i>Human rights, genocides, holocaust in general studies.</i> | | | | |
| Assessment criteria: <i>Ability to explain the concept of human rights and, preventing human rights violations and citizen duties</i> | | | | |
| Materials: <i>Textbooks, internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

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| TOPIC AREA: SOCIETY | | SUB-TOPIC AREA: CONFLICT TRANSFORMATION | | |
| S.1 HISTORY AND CITIZENSHIP | | Unit 10: FORMS, CAUSES AND CONSEQUENCES OF CONFLICT AND VIOLENCE | | No. of periods: 5 |
| Key Unit competence: To be able to analyze forms, causes and consequences of conflict and violence. | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain different forms of conflict and violence in Rwanda. - Explain the causes and consequences of conflict and violence. | <ul style="list-style-type: none"> - Examine different forms of conflict and violence. - Resolve a conflict in a family. | <ul style="list-style-type: none"> - Recognise different forms of conflict and violence in Rwandan society. - Show concern vis-a- vis the conflict and violence in the Rwandan society. | <ul style="list-style-type: none"> - Forms of conflict and violence - Causes of conflict and violence - Consequences conflict and violence - Conflict transformation | <ul style="list-style-type: none"> - Discuss in groups different forms of conflict and violence and present the results of discussion in class. - Research Consequences conflict and violence in society and how this can be solved. Then write a report and present findings. |
| Links to other subjects: <i>Living together in harmony (general studies, social studies and religious education).</i> | | | | |
| Assessment criteria: Ability to analyze forms, causes and consequences of conflict and violence. | | | | |
| Materials: <i>Textbooks, internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Signs language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

| TOPIC AREA: HISTORY OF RWANDA | | SUB-TOPIC AREA: HISTORY OF GENOCIDE | | |
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| S.1 HISTORY AND CITIZENSHIP | | Unit 11: GENOCIDE AND ITS FEATURES | No. of periods: 5 | |
| Key Unit Competence: To be able to differentiate between genocide and other mass crimes. | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> Briefly explain the concept of genocide and its features. Identify the differences between genocide, war crimes and other mass crimes. | <ul style="list-style-type: none"> Compare genocide and other mass crimes in Africa. Assess the features of genocide and other mass crimes. Distinguish the 1994 Genocide against the Tutsi from other mass crimes. | <ul style="list-style-type: none"> Show concern for the pain of others and take action to relieve it. Recognize genocide and other mass crimes and advocate for fighting against them. | <ul style="list-style-type: none"> Genocide, its features (1948 Convention and other legal instruments) Genocide and other mass crimes. | <ul style="list-style-type: none"> Learners carry out field study at Genocide memorial sites afterwards present their report. Read relevant materials to understand the definition of genocide and its features. Then summarise and note findings. Watch videos and listen to testimonies on the genocide, and list the lessons learnt from it. Research into the features of genocide and write an essay about it. Learners discuss and research on the distinction between genocide and other mass crimes and present results in class. |
| Links to other subjects: <i>Conflict transformation (General Studies and Communication Skills and Social and Religious Studies).</i> | | | | |
| Assessment criteria: <i>Ability to differentiate between genocide and other mass crimes.</i> | | | | |
| Materials: <i>Textbooks, internet, poems, songs, testimonies, films, press media, (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

| TOPIC AREA: SOCIETY | | SUB-TOPIC AREA: DIGNITY AND SELF-RELIANCE | | |
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| S.1 HISTORY AND CITIZENSHIP | | Unit 12: DIGNITY AND SELF-RELIANCE IN RWANDAN SOCIETY | | No. of periods: 5 |
| Key Unit Competence: To be able to explain dignity and self-reliance and their implications for Rwandan society. | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain the concepts of dignity and self-reliance. - Identify the measures put in place by the Government of Rwanda to achieve self-reliance. - Explain the implications of dignity and self-reliance. | <ul style="list-style-type: none"> - Analyse dignity and self-reliance and their role in Rwandan nation building. - Assess the measures adopted by the Rwandan Government to achieve self-reliance and how it has been instrumental to achieving development. - Discuss how home-grown solutions contribute to self-reliance. - Examine the implication of dignity and self-reliance and how negative implications can be managed. | <ul style="list-style-type: none"> - Acknowledge the importance of dignity and self-reliance. - Recognise and advocate for home-grown solutions. - Develop a sense of patriotism, commitment, self-esteem and hardwork. - Appreciate the implication of dignity and self-reliance on Rwandan society. | <ul style="list-style-type: none"> - Dignity and self-reliance. - Importance of dignity and self-reliance - Measures to achieve self-reliance in Rwanda e.g. - How home-grown solutions (abunzi, girinka, gacaca, ubudehe, kuremera, umuganda, agaciro) contribute to self-reliance. - Implication of dignity and self-reliance for Rwandan society. | <ul style="list-style-type: none"> - Learners read and research dignity and self-reliance and their importance on Rwandan society and present their findings. - Discuss in groups how dignity and self-reliance can be achieved in Rwandan society and their implication for the population and present the results from the discussions. - Write essay and poems |
| Links to other subjects: <i>Dignity and self-reliance, general studies and effective communication, Kinyarwanda, French, English.</i> | | | | |
| Assessment criteria: <i>Ability to explain dignity and self-reliance and their implications for Rwandan society.</i> | | | | |
| Materials: <i>Textbooks, internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

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| TOPIC AREA: SOCIETY | | SUB-TOPIC AREA: DISABILITY AND INCLUSIVE EDUCATION | | |
| S.1 HISTORY AND CITIZENSHIP | | Unit 13: CONCEPT OF DISABILITY AND INCLUSIVE EDUCATION | | No. of periods: 4 |
| Key Unit Competence: To be able to understand the concept of disability, types of disability and explore attitudes towards people with disability in Rwanda. | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain the concept of disability. - Explain the causes and consequences of disability. - Identify types of disability. - Explain people’s attitudes towards persons with disability in Rwanda. | <ul style="list-style-type: none"> - Apply knowledge to the concept of disability in order to determine who is disabled. - Examine the causes and consequences of disability and how they can be avoided. - Analyse the types of disabilities so as describe people with disability in different categories (mental and physical disabilities). - Assess different attitudes and feelings towards disability in Rwanda. | <ul style="list-style-type: none"> - Acknowledge the raised awareness of disability. - Display tolerance, and respect for all people and show concern for and acceptance of people with disabilities. - Appreciate the need to advocate for equality for people with disabilities at family, community and national level. | <ul style="list-style-type: none"> - Concept of disability. - Types of disability. - Causes and consequences of disability. - Attitudes and feelings towards disability in Rwanda. | <ul style="list-style-type: none"> - Discuss in groups the concept of disability, analyse and explore the types of disability through case studies of children/persons with disabilities and present the results in the class. - Research the causes and consequences of disability and its types in our society and summarise the findings. - In group discussion relate and exchange experiences of attitudes and feelings from different areas towards persons with disability and present the findings in class. |
| Links to other subjects: <i>Living together in society and human rights in social studies and general studies and communication skills.</i> | | | | |
| Assessment criteria: <i>Ability to understand the concept of disability and types of disability and explore attitudes towards people with disability in Rwanda.</i> | | | | |
| Materials: <i>Books, internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

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| TOPIC AREA: INDIVIDUAL AND FAMILY | | SUB-TOPIC AREA: VALUES, ATTITUDE AND SOURCE OF SEXUAL LEARNING | | |
| S.1 HISTORY AND CITIZENSHIP | | Unit 14. FAMILY AND PERSONAL VALUES | | No. of periods: 5 |
| Key Unit Competence: To be able to examine the relationship between values and behavior of a person and make consistent decisions with individual values. | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Describe how families, peers, school, religious teachings, media, and culture are sources of values - Identify and explain different Rwandan values and its significances. | <ul style="list-style-type: none"> - Describe learner's own personal values. - Demonstrate how values and taboos shape Rwandan society. | <ul style="list-style-type: none"> - Appreciate the importance of standing for personal values. - Appreciate the role of values and taboos in Rwandan society | <ul style="list-style-type: none"> - Definition of values - Sources of values. - Cultural Rwandan values and taboos | <ul style="list-style-type: none"> - Ask students to define values and explain sources of values how individual values affect decisions and behaviors. - With reference to textbooks, students discuss in groups different Rwandan values and taboos and their significances to the Rwandan society. |
| Links to other subjects: <i>Culture, gender in general studies and effective communication; peace education and human rights.</i> | | | | |
| Assessment criteria: <i>Ability to explain different Rwandan values and taboos in reference to the Rwandan society</i> | | | | |
| Materials: <i>Books, internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

5.3. History and Citizenship for senior two

5.3.1. Key competencies at the end of Senior two

At the end of S.2 a learner will be able to:

- Describe German and Belgian colonisation of Rwanda.
- Explain the causes and effects of 1994 genocide against the Tutsi in Rwanda.
- Describe the exploration and colonisation of Africa by the Europeans.
- Explain the origin, rise, organisation of kingdoms in both East and Central Africa.
- Describe the causes and the consequences of industrial and American Revolutions.
- Describe in detail the concepts of social cohesion, personal values, family, disability and self-reliance in reference to nation building.

5.3.2. History and Citizenship units for Senior two

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| TOPIC AREA: HISTORY OF AFRICA | | SUB-TOPIC AREA: HISTORY OF ANCIENT AFRICA | | |
| S.2 HISTORY AND CITIZENSHIP | | Unit 1: KINGDOMS OF EAST AND CENTRAL AFRICA (BUGANDA AND KONGO KINGDOMS) | | No. of periods: 5 |
| Key Unit Competence: To be able to describe the origin, rise, and decline of kingdoms in East and Central Africa: case study of Buganda and Kongo kingdoms. | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain the factors behind the rise of the Buganda, Kongo kingdoms. - Identify the causes for the decline of Buganda, Kongo kingdoms. | <ul style="list-style-type: none"> - Examine the factors behind the expansion of the Buganda ,Kongo kingdoms and show how these factors helped them to rise. - Analyse the factors causing the downfall of Buganda ,Kongo kingdoms. | <ul style="list-style-type: none"> - Understand the factors for the rise of Buganda ,Kongo kingdoms. - Acknowledge the factors for collapse of Buganda ,Kongo kingdoms and show how they can be prevented from happening in other countries. | <ul style="list-style-type: none"> - Factors for the rise of Buganda,Kongo kingdoms. - Factors for the decline of Buganda, Kongo Kingdoms. | <ul style="list-style-type: none"> - Read relevant materials to get information about the rise, expansion and decline of Buganda ,Kongo kingdoms. - Summarise the points and present them in class followed by questions and answers. - Form groups to discuss and research achievements and failures of key leaders of Buganda ,Kongo and present the findings in class |
| Links to other subjects: <i>Geography: physical divisions and migration. General Studies and Communication skills: wars and conflict. Economics and Entrepreneurship: trade.</i> | | | | |
| Assessment criteria: <i>Ability to explain the origin, rise and decline of kingdoms in east and central Africa (Buganda and Kongo).</i> | | | | |
| Materials: <i>Books, internet, media, (newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

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| TOPIC AREA: HISTORY OF AFRICA | | SUB-TOPIC AREA: HISTORY OF ANCIENT AFRICA | | |
| S.2 HISTORY AND CITIZENSHIP | | Unit 2: LONG DISTANCE TRADE | No. of periods: 4 | |
| Key Unit Competence: To be able to explain the rise, effects and decline of long distance trade. | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain the causes for the rise and expansion of long distance trade. - Explain effects and reasons for its decline. | <ul style="list-style-type: none"> - Analyse the rise of long distance trade and relate to modern trade. - Examine the effects and the reasons for the decline of long distance trade. | <ul style="list-style-type: none"> - Appreciate the causes for the rise of long distance trade. - Appreciate the of long distance trade. - Appreciate the effects of long distance trade in the social, political and economic fields. - Assess the reasons for its decline. | <ul style="list-style-type: none"> - Rise of long distance trade. - Reasons for the decline of long distance trade. - Effects of long distance trade. | <ul style="list-style-type: none"> - Learners read relevant materials to understand the rise, expansion of long distance trade and then make presentations. - Form groups and discuss the effects of long distance trade and make an oral presentation of results in the class. - Use internet to research on the long distance trade and write an essay. |
| Links to other subjects: <i>Economics and Entrepreneurship: trade.</i> | | | | |
| Assessment criteria: <i>Ability to explain effectively the rise, effects and decline of long distance trade.</i> | | | | |
| Materials: <i>Books, internet, media, (newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

TOPIC AREA: WORLD HISTORY**SUB-TOPIC AREA: GREAT REVOLUTIONS AND WORLD WARS****S.2 HISTORY AND CITIZENSHIP****Unit 3: CAUSES AND IMPACT OF THE AMERICAN REVOLUTION****No. of periods: 4****Key Unit Competence:** To be able to explain the causes and impact of American Revolution.

| Learning Objectives | | | Content | Learning Activities |
|--|---|--|---|--|
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Describe the causes of the American Revolution. - Explain the impact of the American Revolution | <ul style="list-style-type: none"> - Analyse the causes of the American Revolution and interpret the role of each cause. - Assess the effects of the American Revolution and balance positive and negative effects. | <ul style="list-style-type: none"> - Acknowledge the causes of the American Revolution and acquire the ideas of democracy and nationalism. - Appreciate the consequences of American Revolution and the importance of the American ideas of liberty, equality and fraternity in the world. | <ul style="list-style-type: none"> - Causes of American Revolution: <ul style="list-style-type: none"> - Political causes (need for independence, unfair judicial system of Britain, the restriction of colonies from occupying new lands of Ohio and Louisiana, Boston massacre, and others). - Economic causes: (exploitation of resources, heavy taxation system, the tea party of Boston). - Social causes: (discrimination against Americans, role of philosophers, the war of Independence). - Effects of American Revolution both in America and in the rest of the world. | <ul style="list-style-type: none"> - Read relevant materials and use internet to understand the causes and impact of American Revolution and make presentations in class. - Form discussion groups and research the causes and effect of American Revolution and write an essay. - Watch films and debate in order to understand better the causes and the impact of the American Revolution. |

Links to other subjects: *General Studies: human rights, constitution, democracy. Geography: use of maps.***Assessment criteria:** *Ability to make judgments about the causes and effects of the American Revolution.***Materials:** *Books, internet, videos, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.*

| TOPIC AREA: WORLD HISTORY | | SUB-TOPIC AREA: GREAT REVOLUTIONS AND NATIONALISM | | |
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| S.2 HISTORY AND CITIZENSHIP | | Unit 4: INDUSTRIAL REVOLUTION | No. of periods: 5 | |
| Key Unit Competence: To be able to explain the causes and consequences of the Industrial Revolution, technical inventions and their inventors. | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain the political, economic and social situation in England before the Industrial Revolution. - Describe the factors that led to the Industrial Revolution. - Identify technical inventions and their inventors. - Discuss the effects of Industrial Revolution in Europe and the rest of the world. - Identify and explain the factors for the formation of the trade unions. | <ul style="list-style-type: none"> - Analyse the political, economic and social situation in England before the Industrial Revolution in order to know the background of the current industries. - Examine the factors that led to the Industrial Revolution and determine the contribution of each factor. - Research the technical inventions and their inventors and how they increased the scale of world production. - Assess the effects of the Industrial Revolution and its impact on Africa. | <ul style="list-style-type: none"> - Appreciate the role of England in the commencement of the industrialisation process in the world. - Recognise the factors that led to Industrial Revolution. - Appreciate the importance of technical inventions and their inventors both in England and in the rest of the world. - Assess the effects of the Industrial Revolution. | <ul style="list-style-type: none"> - Situation in England before the Industrial Revolution Political, economic and social. - Factors that led to the Industrial Revolution. - Technical inventions and their inventors: spinning mule, spinning jenny, water frame, steam engine, flying shuttle among others - Effects of the Industrial Revolution. - Factors for the formation of trade unions | <ul style="list-style-type: none"> - Read textbooks and other written materials for information about the political, economic and social situation in England before the Industrial Revolution and summarise the points for presentation in class. - Form group discussions to debate the reasons that led to the Industrial Revolution and its effects and present findings in class. - Watch films and list the great inventions made during the Industrial Revolution, and read extracts from text books to recognize different technical inventions and their inventors, suggest the greatest invention and inventor, then write an essay on this subject. |
| Links to other subjects: <i>Economics and Geography: industrialization. Chemistry, Physics, Biology: scientific discoveries.</i> | | | | |
| Assessment criteria: <i>Ability to explain the causes and effects of the Industrial Revolution in Europe and the rest of the world.</i> | | | | |
| Materials: <i>Books, internet, charts, films, atlas, wall map, pictures and photographs, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

| TOPIC AREA: HISTORY OF AFRICA | | SUB-TOPIC AREA: EUROPEAN EXPLORATION AND COLONISATION OF AFRICA | | |
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| S.2 HISTORY AND CITIZENSHIP | | Unit 5: EXPLORATION OF AFRICA | | No. of periods: 6 |
| Key Unit Competence: To be able to explain the causes and consequences of exploration of Africa. | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Identify different Europeans who explored Africa. - Explain different causes and effects of exploration. - Explain the problems encountered by explorers in Africa. | <ul style="list-style-type: none"> - Compare the achievements of different explorers in Africa. - Assess the effects and process of exploration. - Analyse the causes of European explorers in Africa. - Evaluate the problems faced by European explorers and how they could be solved. | <ul style="list-style-type: none"> - Appreciate the importance of the activities of different explorers in Africa. - Note the causes of European exploration in Africa. - Acknowledge the effects of European exploration - Recognise the problems encountered by European explorers. | <ul style="list-style-type: none"> - Different European explorers and their routes. - Different causes of exploration. - Consequences of exploration of Africa. - Problems faced by explorers in Africa. | <ul style="list-style-type: none"> - Read a range of materials and use internet for information about the causes and the consequences of exploration of Africa and summarise the findings. - Learners form groups to discuss and debate the problems faced by different explorers and present their results to class. - Discuss in groups causes of exploration and their effects and present results in class. - Use map of Africa to identify routes taken by explorers. |
| Links to other subjects: <i>Geography: demography, migration. General Studies: wars and conflict. Economics: commercial relations.</i> | | | | |
| Assessment criteria: <i>Ability to explain different causes and consequences of exploration of Africa.</i> | | | | |
| Materials: <i>Books, internet, media, (newspapers and videos) ,map, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

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| TOPIC AREA: HISTORY OF AFRICA | | SUB-TOPIC AREA: EUROPEAN EXPLORATION, COLONISATION AND COLONIAL ADMINISTRATIVE SYSTEMS IN AFRICA | | |
| S.2 HISTORY AND CITIZENSHIP | | Unit 6: EUROPEAN COLONISATION OF AFRICA | No. of periods: 8 | |
| Key Unit Competence: To be able to evaluate causes and consequences of European colonisation of Africa. | | | | |
| Learning Objectives | | | | |
| Knowledge and understanding | Skills | Attitudes and values | Content | Learning Activities |
| <ul style="list-style-type: none"> - Explain the different causes of European colonisation of Africa. - Identify different methods of colonial conquest. - Describe the consequences of European colonisation of Africa. - Identify different colonial systems of administration. | <ul style="list-style-type: none"> - Evaluate the causes of European colonisation of Africa and show whether they were justified. - Compare and contrast different methods used by European colonialists to acquire colonies in Africa. - Assess the consequences of European colonisation of Africa and look for the stand point. - Analyse methods used in acquiring colonies in Africa and comment on it | <ul style="list-style-type: none"> - Acknowledge the similarities and differences between methods used by European colonialist to acquire colonies in Africa. - Appreciate the causes of European colonisation of Africa. - Acknowledge the effects of the European colonisation on African societies and Europeans themselves. | <ul style="list-style-type: none"> - Different causes of European colonisation in Africa. - Methods of colonial conquest in Africa. - Colonial systems of administration. - Consequences of European colonisation. | <ul style="list-style-type: none"> - Read a range of materials and use internet for information about the causes, methods and effects of European colonisation of Africa, present results as a written report. - Watch films video, and use media on European colonisation and list the lessons learnt from the above. - Discuss in groups the different colonial systems of administration and then present results in class for each colonial power. |
| Links to other subjects: <i>Geography: demography, migration. General Studies: wars and conflict. Economics and Entrepreneurship: commercial relations.</i> | | | | |
| Assessment criteria: <i>Ability to evaluate the European colonisation of Africa and its consequences.</i> | | | | |
| Materials: <i>Books, internet, films, atlas, globe, wall map, pictures and photographs, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

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| TOPIC AREA: HISTORY OF AFRICA | SUB-TOPIC AREA: EUROPEAN EXPLORATION, COLONISATION AND COLONIAL ADMINISTRATIVE SYSTEMS IN AFRICA | |
| S.2 HISTORY AND CITIZENSHIP | Unit 7: AFRICAN RESPONSE TO COLONIAL CONQUEST | No. of periods: 7 |

Key Unit Competence: To be able to analyse the reactions of Africans to colonial conquest.

| Learning Objectives | | | Content | Learning Activities |
|--|---|---|--|--|
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Describe forms of African response towards European colonial conquest. - Identify types of resistance, their causes and effects. - Explain how Africans resisted the colonial administrations. - Explain forms of collaboration, its causes and consequences. - Describe how Africans collaborated with European colonialists. | <ul style="list-style-type: none"> - Analyse forms of African response towards European colonial conquest and show how it was remarkable in the history. - Compare primary and secondary resistance by giving examples. - Evaluate the causes and consequences of African resistance towards European colonialists and interpret them. - Analyse forms of collaboration, its causes and its consequences. | <ul style="list-style-type: none"> - Appreciate the reasons for resistances so as to acquire the spirit of nationalism and patriotism. - Acknowledge forms and causes of collaboration so as to determine how much some Africans were betrayed their fellow Africans. | <ul style="list-style-type: none"> - Forms of African responses towards European colonial conquest (e.g. Nama-Herero, Kabalega (Bunyoro), Samoure Toure (Mandika) Maji-Maji, etc. - Types of resistance, their causes and effects and methods of resistance. - Forms of collaboration. - How Africans collaborated with Europeans colonialists (e.g. Mutesa of Buganda, Lenana of Masai, etc). | <ul style="list-style-type: none"> - Read relevant materials for information about the forms of African responses towards European colonial conquest and write a report of the findings. - Form groups to discuss the effects of resistance and collaboration and present results in class. - Research in group the causes, types and consequences of resistance and present findings to the class. - Write an essay on the consequences of European colonisation. |

Links to other subjects: *Geography: demography, migration. General Studies: wars and conflict.*

Assessment criteria: *Ability to analyse the varied African response to colonial conquest.*

Materials: *Books, internet, films, atlas, globe, wall map, pictures and photographs, media, (newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.*

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| TOPIC AREA: HISTORY OF RWANDA | | SUB-TOPIC AREA: HISTORY OF ANCIENT, COLONIAL AND POST-COLONIAL RWANDA | | |
| S.2 HISTORY AND CITIZENSHIP | | Unit 8: GERMAN AND BELGIAN COLONIZATION IN RWANDA (1897-1962) | | No. of periods: 10 |
| Key Unit Competence: To be able to explain the causes and impact of German and Belgian colonisation. | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain the causes of German and Belgian colonisations. - Identify the effects of German colonization. - Identify the political, economic, judicial, socio-cultural transformations introduced by Belgians. - Describe the effects of Belgian colonisation during Belgian military occupation, mandate and trusteeship. | <ul style="list-style-type: none"> - Analyse the causes of German and Belgian colonization and the lessons that can be learnt from them. - Examine the impact of German colonisation on political, economic and social domains. - Assess the political, economic, judicial, socio-cultural transformations introduced by Belgians so as to determine their influence. - Explore the effects of Belgian colonisation during military occupation, mandate and trusteeship. | <ul style="list-style-type: none"> - Appreciate the causes of German and Belgian colonisation. - Acknowledge the impact of German colonisation on Rwandan society. - Recognise different transformations introduced by Belgians. - Show concern for the effects of Belgian colonisation during military occupation, mandate and trusteeship. | <ul style="list-style-type: none"> - Causes of German and Belgian colonisation. - Impact of German colonisation. - Reforms introduced by Belgians. - - Effects of Belgian colonization on Rwandan society (at political, socio-cultural /itorero and economic level). - - Role played by Belgian administration in dividing Rwandans | <ul style="list-style-type: none"> - Read range of materials including textbooks, use internet, media etc. to understand the causes and effects of German and Belgian colonisations, then make presentation in class followed by questions and answers. - Visit historical sites and discuss in groups to find out transformations introduced by Belgians and present results in class. - Write essay on the impact of German and Belgian colonisation and make a judgment on which was worse |
| Links to other Subjects: <i>Languages: extended units. General Studies and Effective Communication: colonization. Geography: map reading and photographic interpretation.</i> | | | | |
| Assessment criteria: <i>Ability to contrast the causes and impact of German and Belgian colonization in Rwanda.</i> | | | | |
| Materials: <i>Documents, internet, poems, media (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment language, etc.</i> | | | | |

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| TOPIC AREA: HISTORY OF RWANDA | | SUB-TOPIC AREA: HISTORY OF ANCIENT, COLONIAL AND POST-COLONIAL RWANDA | | |
| S.2 HISTORY AND CITIZENSHIP | | Unit 9: INDEPENDENT RWANDA | | No. of periods: 8 |
| Key Unit Competence: To be able to explain the political, economic and socio-cultural changes in the first and the second Republic and the causes, consequences of the Liberation war in Rwanda (1990-1994). | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain fundamental changes that took place in first Republics in Rwanda. - Explain the factors for the downfall of the first republic of Rwanda. - Explain fundamental changes that took place in second Republic in Rwanda. - Explain the factors for the downfall of the second republic of Rwanda. - Discuss the causes, course and consequences of Rwandan liberation war of 1990-1994. | <ul style="list-style-type: none"> - Analyse the changes that took place in the first and second Republics in Rwanda and compare the two. - Analyse the factors for the downfall of the First and the second republics of Rwanda - Evaluate the causes, course, and consequences of liberation war in Rwanda (1990-1994) and indicate the great need for the people to return from exile. - Assess the outcome of 1990 liberation war in Rwanda. | <ul style="list-style-type: none"> - Judge the reforms that were introduced in the first and second Republics in Rwanda. - Judge the factors for the downfall of the first and the second republic of Rwanda. - Appreciate the root causes of the liberation war of 1990-1994 and balance its consequences. | <ul style="list-style-type: none"> - First republic of Rwanda (socio- political changes) Factors for the downfall of the first republic of Rwanda - - Second republic (socio-political changes) - Factors for the downfall of the second republic of Rwanda - Root causes, course, effects of the liberation war in Rwanda (1990-1994). | <ul style="list-style-type: none"> - Use of range of materials including textbooks, internet, press media, to understand the changes that took place in the first and second Republics in Rwanda. Thereafter present the summary of points. - Discuss in groups the causes, course and effects of liberation war and write an essay on it. - Arrange the visit of historical sites and museum to make an essay writing of what happened in Rwanda after recovering independence. - Invite an expert for more details on liberation war in Rwanda. |
| Links to other subjects: <i>General Studies and Social Studies: conflict and wars. Human Geography: population. Economics and Entrepreneurship: regional integration.</i> | | | | |
| Assessment criteria: <i>Ability to explain the changes that took place in the first and second Republics and their downfall and causes, course and effects of liberation war in Rwanda (1990-1994).</i> | | | | |
| Materials: <i>Books, internet, poems, press media, (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and brailed materials. Sign language should be used when teaching learners with hearing impairment language, etc.</i> | | | | |

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| TOPIC AREA: HISTORY OF RWANDA | SUB-TOPIC AREA: HISTORY OF GENOCIDE |
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Key Unit Competence: To be able to describe the causes and the course of genocide against the Tutsi (Planning, execution and how genocide was stopped)

| Learning Objectives | | | Content | Learning Activities |
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| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain the causes of genocide against the Tutsi. - Describe how genocide was planned, executed and stopped. - Describe the course of the 1994 Genocide against the Tutsi - List the consequences of the 1994 Genocide against the Tutsi - Explain the role of RPF/RPA in stopping the 1994 Genocide against the Tutsi. | <ul style="list-style-type: none"> - Analyse the causes of the genocide against the Tutsi. - Assess the course of genocide against the Tutsi. - Evaluate how genocide against the Tutsi was stopped. | <ul style="list-style-type: none"> - Appreciate the causes and the course of genocide against the Tutsi (Planning, execution and how genocide was stopped) and advocate solutions. - Recognise how genocide against the Tutsi was carried out. - Appreciate the role played by RPF/RPA to stop genocide against the Tutsi. | <ul style="list-style-type: none"> - Causes of genocide against the Tutsi. - Planning and execution of genocide against the Tutsi. - Course of the 1994 Genocide against the Tutsi and its effects. - Role played by RPF/RPA to stop genocide against the Tutsi. | <ul style="list-style-type: none"> - Read a range of materials including textbooks, Internet, media (videos, films and newspaper), to be able to describe the causes of genocide in an essay. - Form group discussions to understand the causes and the course of the 1994 genocide against the Tutsi and present results in the class - Ask each student to think on the consequences of the 1994 Genocide against the Tutsi then share to the seatmate thereafter to the entire class. - Learners carry out field study at Genocide memorial sites or use mobile exhibitions, afterwards present their report. - Role play on how genocide was stopped. - Write an essay on the lesson learnt . |

Links to other subjects: *General Studies and Social Studies: conflict transformation.*

Assessment criteria: *Ability to contrast the causes and the course of genocide against the Tutsi (planning, execution and the end of genocide).*

Materials: *Books, internet, poems, press media, songs, testimonies from survivors and rescuers, films, media, (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.*

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| TOPIC AREA: SOCIETY | | SUB-TOPIC AREA: HUMAN RIGHTS, DUTIES AND OBLIGATION | | |
| S.2 HISTORY AND CITIZENSHIP | | Unit 11: RIGHTS, DUTIES AND OBLIGATIONS | No. of periods: 4 | |
| Key Unit Competence: To be able to analyse how rights are balanced by obligations and duties and relate this to the situation in Rwanda. | | | | |
| Learning Objectives | | | | |
| Knowledge and understanding | Skills | Attitudes and values | Content | Learning Activities |
| <ul style="list-style-type: none"> - Identify the duties of citizens and obligations of the state towards its population. - Describe the balance between duties and obligations. | <ul style="list-style-type: none"> - Analyse the difference between duties and obligations. | <ul style="list-style-type: none"> - Acquire the spirit of citizenship. - Develop the spirit of being law abiding. - Appreciate the balance between duties and obligations. | <ul style="list-style-type: none"> - Duties of a citizen toward his/her nation. - Obligations of the state towards its population. - How duties of citizen and obligations of the state are balanced in Rwanda. | <ul style="list-style-type: none"> - Read relevant materials and use internet for information about duties and obligations and list the findings. - Discuss duties and obligations of each citizen in groups and present the results in class. - Write poems or an essay on duties and obligations. |
| Links to other subjects: <i>General Studies: duties and obligations.</i> | | | | |
| Assessment criteria: <i>Ability to analyse how rights are balanced by obligations and duties and relate this to the situation in Rwanda.</i> | | | | |
| Materials: <i>Books, internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

| TOPIC AREA: SOCIETY | | SUB-TOPIC AREA: DEMOCRACY AND JUSTICE | | |
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| S.2 HISTORY AND CITIZENSHIP | | Unit 12: STATE AND GOVERNMENT | | No. of periods: 5 |
| Key Unit Competence: To be able to explain the role and functions of the state and government. | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain the concepts of the State and government. - Identify the difference between state and government. - Describe the types of state and basic forms of government. - Explain the organs, role and function of state and government. | <ul style="list-style-type: none"> - Analyse the definition of state and government and compare them. - Apply knowledge of the types of state and forms of government. - Assess the organs, role and functions of the state and government and determine where the citizen belongs. | <ul style="list-style-type: none"> - Appreciate the importance of state and government in order to determine the Rwandan identity. - Recognise types and organs of state and forms of government in order to acquire the spirit of patriotism. - Judge the difference between state and government. | <ul style="list-style-type: none"> - Definition of state and government. - Difference between state and government. - Types of state and basic forms of government. - Organs, role and functions of the state and government. | <ul style="list-style-type: none"> - Research the concept of the state and the government to find out organs and roles of the government and types of the state by reading relevant materials and using the internet. - Make presentations. - Form group discussions to debate the differences and similarities between the state and the government and write an essay. |
| Links to other subjects: <i>General studies: organs of government.</i> | | | | |
| Assessment criteria: <i>Ability to explain role and functions of state and government.</i> | | | | |
| Materials: <i>Books, internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing.</i> | | | | |

| TOPIC AREA: SOCIETY | | SUB-TOPIC AREA: CONFLICT TRANSFORMATION | | |
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| S.2 HISTORY AND CITIZENSHIP | | Unit 13: SOCIAL COHESION AND HINDRANCES TO DIGNITY AND SELF-RELIANCE IN RWANDAN SOCIETY. | | No. of periods: 5 |
| Key Unit Competence: To be able to analyse how people can live together in harmony. | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain the concept of social cohesion. - Explain the factors influencing social cohesion. - Explain the importance of Itorero ry'igihugu in instill among Rwandans different values - Analyse the contribution of Ndi umunyarwanda program in promotion of social cohesion in Rwanda - Identify challenges to social cohesion. - Explain the importance of living together in harmony | <ul style="list-style-type: none"> - Examine the importance of social cohesion in Rwanda and other societies. - Analyse different factors influencing social cohesion - Describe challenges to social cohesion. | <ul style="list-style-type: none"> - Appreciate the importance of social cohesion in Rwandan society. - Judge factors influencing social cohesion and interpret its challenges. - Acquire the spirit of love for one another, collaboration and cooperation, social responsibility, tolerance, kindness, and fairness. - Demonstrate the attitude of a good citizen. | <ul style="list-style-type: none"> - Social cohesion. - Factors influencing social cohesion. - Itorero ry'igihugu in promotion of social cohesion. - Ndi umunyarwanda program (background and its significances) - Challenges to social cohesion: discrimination, exclusion, stigma, prejudice, etc. - Explain the importance of living together in harmony - Types of hindrances to dignity and self-reliance. - Importance of dignity and self-reliance in Rwandan society | <ul style="list-style-type: none"> - Read relevant materials and research social cohesion and write a summary. - Discuss in groups the reasons for, and challenges to social cohesion and present the results in class. - Watch videos of related testimonies and note down significant points. - Distribute different documents about itorero ry'igihugu and Ndi umunyarwanda program to discuss and discover their meanings and importance in promotion of social cohesion among Rwandans. Write an essay and make presentation to the entire class. - Discuss about the importance of living together in harmony. - Write poem on social cohesion. - Learners research on the internet and other relevant documents the hindrances to dignity and self-reliance in Rwandan society and summarise their findings. - Write a poem on self-reliance and dignity. |
| Links to other subjects: <i>General studies and Social Studies: social cohesion; inner peace.</i> | | | | |
| Assessment criteria: <i>Ability to analyse how people can live together in harmony.</i> | | | | |
| Materials: <i>Books, internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

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| TOPIC AREA: INDIVIDUAL AND FAMILY | | SUB-TOPIC AREA: VALUES, ATTITUDE AND SOURCE OF SEXUAL LEARNING | | |
| S.2 HISTORY AND CITIZENSHIP | | Unit 14: FAMILY AND PERSONAL VALUES. | | No. of periods: 3 |
| Key Unit Competence: Examine the concept of Human Rights related to sexual and reproductive health (from unit overview) | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Describe how mutual trust between parents and children promotes effective communication. - Explain the sources of misunderstandings and conflicts between parents and children (adolescents and youth). | <ul style="list-style-type: none"> - Assess family and personal values and show how they are inter-related. - Evaluate negative social norms/practices related to sexuality and marriage and indicate their contributions in the society. - Analyse healthy relationships among peers and parents through dialogue and problem solving. | <ul style="list-style-type: none"> - Acknowledge the importance of parents and personal values. - Appreciate the responsibility for personal decisions, both negative and positive. - Show trust, respect and concern for parents and peers. | <ul style="list-style-type: none"> - Conflict and misunderstandings between parents and children. - Importance of parents-child dialogues about their differences and developing respect for each other's rights to have different values. | <ul style="list-style-type: none"> - Learners debate why puberty and adolescence bring about conflicts and misunderstandings between parents and children and summarise their points. - Essay on personal decision making and its consequences. - Role-play on assertiveness and speaking against negative cultural norms related to sexuality and marriage. |
| Links to other subjects: <i>General Studies and Effective Communication: conflict transformation. Social Studies: the nuclear and extended family.</i> | | | | |
| Assessment criteria: <i>Ability to analyze correctly a case study/scenario on possible conflicts between parental and children's values and propose relevant solutions.</i> | | | | |
| Materials: <i>Books, internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

5.4. History and Citizenship for senior three

5.4.1. Key competencies at the end of senior three

At the end of senior three a learner will be able to:

- Explain the consequences of 1994 genocide against the Tutsi in Rwanda.
- Describe the colonial administrative system as applied by different colonial powers and colonial reforms.
- Describe the causes and effects of decolonization of Africa.
- Explain the origin, causes and impact of the French revolution.
- Examine the causes and effects of both First and Second World War.
- Explain national and international human rights instruments and how they have been respected and violated in different situations.
- Describe national interdependence and national laws in conflict transformation.
- Explain the concepts of tolerance, respect, disability and inclusive education in reference to Rwanda.

5.4.2. History and Citizenship units for senior three

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| TOPIC AREA: WORLD HISTORY | | SUB-TOPIC AREA: GREAT REVOLUTIONS AND WORLD WARS | | |
| S.3 HISTORY AND CITIZENSHIP | | Unit 1: THE 1789 FRENCH REVOLUTION | | No. of periods: 4 |
| Key Unit Competence: To be able to explain the origin, causes and consequences of the 1789 French Revolution. | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Describe the causes of the French Revolution. - Explain the consequences of the French Revolution. | <ul style="list-style-type: none"> - Examine the causes of the French Revolution in order to relate it to other revolutions. - Evaluate the consequences of the French Revolution as to know its contributions to the modern world. | <ul style="list-style-type: none"> - Appreciate the causes of the French Revolution in order to develop revolutionary ideas of liberty, equality and fraternity. - Recognise the consequences of the French Revolution and its impact on modern society. | <ul style="list-style-type: none"> - Causes of French Revolution: <ul style="list-style-type: none"> - Social inequality - Political causes - Economic situation - Influence of philosophers - American Revolution etc. - Effects of French Revolution - Abolition of federal abuses - Declaration of Human Rights - Equality among French citizens - Freedom of expression - Effects of French Revolution in the rest of Europe | <ul style="list-style-type: none"> - Research and discuss in groups and debate the causes and the consequences of French Revolution and point out main points and note them down. |
| Links to other subjects: <i>General Studies: human rights, constitution, democracy. Geography: the use of maps.</i> | | | | |
| Assessment criteria: <i>Ability to explain the causes and effects of French Revolution.</i> | | | | |
| Materials: <i>Textbooks, internet, pictures, maps media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

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| TOPIC AREA: HISTORY OF AFRICA | | SUB-TOPIC AREA: COLONIAL ADMINISTRATIVE POLICIES AND DE-COLONISATION | | |
| S.3 HISTORY AND CITIZENSHIP | | Unit 2: COLONIAL REFORMS AND THEIR CONSEQUENCES ON AFRICAN SOCIETIES | | No. of periods: 4 |
| Key Unit Competence: To be able to evaluate political, economic and socio-cultural colonial reforms and their consequences on African societies. | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Describe political, economic and socio-cultural colonial reforms. - Explain consequences of these reforms on African societies. | <ul style="list-style-type: none"> - Assess the political, economic and socio-cultural colonial reforms brought by colonialists and indicate the interdependence between those reforms. - Balance the consequences of these reforms on African societies in order to develop the spirit of self-reliance and patriotism. | <ul style="list-style-type: none"> - Show concern for the impact of different reforms brought by colonialists in Africa. - Appreciate the political, economic and social colonial reforms introduced by colonialists in Africa. | <ul style="list-style-type: none"> - Political, economic and socio-cultural colonial reforms - Consequences of these reforms on African societies | <ul style="list-style-type: none"> - Learners read relevant materials and use internet to understand the political, economic and socio-cultural colonial reforms. Thereafter, they make presentations in class. - Discuss in groups the impact of these reforms on African countries and summarise the points in essay form. |
| Links to other subjects: <i>Economics: colonial economy. Agriculture: cash crops.</i> | | | | |
| Assessment criteria: <i>Ability to evaluate the different political, economic and social colonial reforms and their consequences on African societies.</i> | | | | |
| Materials: <i>Books, internet, media, (newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

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| TOPIC AREA: WORLD HISTORY | | SUB-TOPIC AREA: GREAT REVOLUTIONS AND WORLD WARS | | |
| S.3 HISTORY AND CITIZENSHIP | | Unit 3: CAUSES AND EFFECTS OF THE FIRST WORLD WAR | | No. of periods:5 |
| Key Unit Competence: To be able to explain the causes and effects of the first World War. | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Describe both long term and immediate causes of the First World War. - Explain the effects of the First World War. | <ul style="list-style-type: none"> - Assess the long term and immediate causes of the First World War in order to relate to other wars. - Analyse the effects of the First World War and the weakness of League of Nations. | <ul style="list-style-type: none"> - Appreciate the long term and immediate causes of the First World War in order to recognise the weakness of the alliance system. - Acknowledge the consequences of the First World War. | <ul style="list-style-type: none"> - Long term causes. - The immediate cause. - Sarajevo incident. - Effects of the first world war: - Versailles treaty, - League of Nations. | <ul style="list-style-type: none"> - Research in groups, using internet and reading range of written materials. One group researches on causes and the other researches on effects of the First World War. Thereafter they make presentations in class and write an essay. |
| Links to other subjects: <i>General Studies: human rights. Geography: use of maps. Economics: economic depression.</i> | | | | |
| Assessment criteria: <i>Ability to correctly understand the causes and effects of the First World War.</i> | | | | |
| Materials: <i>Textbooks, internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

| TOPIC AREA: WORLD HISTORY | | SUB-TOPIC AREA: GREAT REVOLUTIONS AND WORLD WARS | | |
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| S.3 HISTORY AND CITIZENSHIP | | Unit 4: BETWEEN THE TWO WARS | | No. of periods: 8 |
| Key Unit Competence: To be able to explain the causes and effects of the 1929 economic crisis and the rise of totalitarian regimes in Europe (Fascism and Nazism). | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain the causes and effects of the 1929 -1933 Economic Crisis. - Describe the rise and downfall of the totalitarian regimes in Europe. | <ul style="list-style-type: none"> - Assess the causes and effects of the 1929-1933 economic crisis and measure its contribution to causing World War II. - Evaluate the factors of the rise and downfall of the totalitarian regimes in Europe and be able to compare and contrast Fascism and Nazism. | <ul style="list-style-type: none"> - Recognise the causes and effects of the 1929-1933 economic crisis in order to know the role of poverty in causing wars. - Appreciate the role of totalitarian regimes in causing World War II. | <ul style="list-style-type: none"> - The Economic Crisis of 1929-1933: <ul style="list-style-type: none"> - Causes - Effects. - Totalitarian regimes in Europe: <ul style="list-style-type: none"> - Fascism - Nazism. | <ul style="list-style-type: none"> - Learners read relevant materials and use internet to find out the causes and the consequences of the 1929-1933 economic crisis. Thereafter, they make presentations. - Form groups for discussions and debate about the factors of the rise and downfall of totalitarian regimes. Present and summarise results in an essay form. - Watch films/videos and interpret the speech of Hitler, write a list of lessons learnt from the films. |
| Links to other subjects: <i>General Studies: human rights. Geography: use of maps. Economics: economic depression.</i> | | | | |
| Assessment criteria: <i>Ability to explain the causes, effects, consequences and terms of Versailles treaty, League of Nations, the totalitarian regimes and economic crisis.</i> | | | | |
| Materials: <i>Textbooks, internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

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| TOPIC AREA: WORLD HISTORY | | SUB-TOPIC AREA: GREAT REVOLUTIONS AND WORLD WARS | | |
| S.3 HISTORY AND CITIZENSHIP | | Unit 5: CAUSES AND EFFECTS OF THE SECOND WORLD WAR | | No. of periods:8 |
| Key Unit Competence: To be able to explain the causes and effects of the Second World War. | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Describe both long term and immediate causes of the Second World War. - Explain the effects of the Second World War. | <ul style="list-style-type: none"> - Assess the long term and immediate causes of the Second World War - Analyse the effects of the second World War | <ul style="list-style-type: none"> - Appreciate the long term and immediate causes of the Second World - Acknowledge the consequences of the Second World War | <ul style="list-style-type: none"> - Long term causes. - Immediate cause: invasion of Poland in 1939 - Effects of the Second World War | <ul style="list-style-type: none"> - Research in groups, using internet and reading range of written materials. One group researches on causes and the other researches on effects of the Second World War. Thereafter they make presentations in class and write an essay. |
| Links to other subjects: <i>General Studies: human rights. Geography: use of maps. Economics: economic depression.</i> | | | | |
| Assessment criteria: <i>Ability to correctly understand the causes and effects of the Second World War.</i> | | | | |
| Materials: <i>Textbooks, internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

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| TOPIC AREA: HISTORY OF AFRICA | | SUB-TOPIC AREA: DECOLONISATION | | |
| S.3 HISTORY AND CITIZENSHIP | | Unit 6: CAUSES OF DECOLONISATION IN AFRICA: CASE STUDY OF GHANA AND KENYA | | No. of periods: 5 |
| Key Unit Competence: To be able to examine causes and consequences of decolonisation in Africa (Case Study; Ghana and Kenya). | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Describe the causes of decolonisation in Africa. - Explain the effects of decolonisation in Africa. | <ul style="list-style-type: none"> - Examine the causes of decolonisation of Africa in general. - Assess both positive and negative effects of decolonisation in Africa. | <ul style="list-style-type: none"> - Appreciate the causes of decolonisation in Africa in order to develop the sense of nationalism. - Acknowledge the positive and negative effects of decolonisation of Africa as to develop the spirit of self-rule and democracy. | <ul style="list-style-type: none"> - Causes of decolonisation of Africa. - The action of UNO. - The Human Rights charter. - The anti-colonialist attitude of super powers (USA & USSR). - The Second World War. - The growth of African nationalism, etc. - Case Study: Ghana and Kenya. | <ul style="list-style-type: none"> - Learners read relevant materials and use internet for information about causes of decolonisation of Africa and the role played by different African nationalists, then make presentation of their findings. - Form groups to debate and discuss about the process and effects of decolonisation in Africa and summarize findings in essay form. - Watch films dealing with decolonisation and write poems on the steps of independence and note down main points. |
| Links to other subjects: <i>General Studies and Communication Skills: wars and conflict. Geography: migration.</i> | | | | |
| Assessment criteria: <i>Ability to examine the causes and consequences of decolonisation in Africa.</i> | | | | |
| Materials: <i>Documents, internet, films, atlas, wall map, pictures and photographs, globe, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

| TOPIC AREA: SOCIETY | | SUB-TOPIC AREA: DEMOCRACY AND JUSTICE | | |
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| S.3 HISTORY AND CITIZENSHIP | | Unit 7: THE DEMOCRATISATION PROCESS | | No. of periods: 3 |
| Key Unit Competence: To be able to compare the democratisation process in Rwanda and the sub region. | | | | |
| Learning Objectives | | | | |
| Knowledge understanding | and Skills | Attitudes and values | Content | Learning Activities |
| <ul style="list-style-type: none"> - State the process of democratisation - Understand democratisation in Rwanda and the sub region. - Identify indicators of democratisation in Rwanda and the sub region, | <ul style="list-style-type: none"> - Assess indicators of democratisation, - Analyse democratisation in Rwanda, - Compare democratisation in Rwanda and the sub region. - Evaluate the process of democratisation. | <ul style="list-style-type: none"> - Interpret the democratisation process. - Appreciate indicators of democratization. - Value democratisation in Rwanda and sub region. - Acknowledge the importance of democratisation. | <ul style="list-style-type: none"> - Process of democratization - Indicators of democratization - Compare democratisation in Rwanda and the sub region. | <ul style="list-style-type: none"> - Read relevant materials to get information about the process of democratisation in Rwanda and the sub region and present findings as a written report. - Discuss in group about the democratisation in Rwanda and present in class the results from the groups. - Research indicators of democratisation and write a report. |
| Links to other subjects: <i>General studies: democratisation process.</i> | | | | |
| Assessment criteria: <i>Ability to compare democratisation process in Rwanda and the sub region.</i> | | | | |
| Materials: <i>Documents, internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

| TOPIC AREA: HISTORY OF RWANDA | | SUB-TOPIC AREA: HISTORY OF ANCIENT, COLONIAL AND POST- COLONIAL RWANDA | | |
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| S.3 HISTORY AND CITIZENSHIP | | Unit 8: CONSEQUENCES OF The 1994 Genocide against the Tutsi. | | No. of periods: 9 |
| Key Unit Competence: To be able to examine the consequences of genocide against the Tutsi and how society has been re-built. | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Analyse the socio-political and economic consequences of the 1994 Genocide against the Tutsi. - Explain the importance of genocide memorial site in Rwandan society. - Describe the Challenges encountered in re-building Rwanda - - Describe how Rwandan society has been re-built after genocide against the Tutsi. | <ul style="list-style-type: none"> - Assess the consequences of genocide against the Tutsi and show the lessons young can learn from it. - Analyse how Rwandan society has been re-built after the genocide against the Tutsi and indicate how much effort it has been. - Examine the measures taken by the Rwandan government to re- built Rwanda and challenges faced during the process of rebuilding Rwanda. | <ul style="list-style-type: none"> - Acknowledge how Rwandan society has been re-built since 1994. - Show concern for the struggle that victims of genocide face and give them needed support. - Learn from mistakes made by genocide planners to make sure genocide will never happen again in Rwanda and elsewhere. - Act responsibly and compassionately. - Analyse the content of genocide memorial site and take action on fighting against genocide ideology and its denial. - Ability to understand importance of genocide memorial site in Rwanda. - Be responsible participants in civil society so as to protect their communities against all kind of division and genocide ideology. | <ul style="list-style-type: none"> - Political consequences - Economic consequences - Social –emotional consequences - Genocide memorial site: importance, components, - Challenges encountered in re-building Rwanda - Measure taken by the governments to re-build Rwandan society post-genocide. | <ul style="list-style-type: none"> - Read a range of materials to research on the consequences of genocide against the Tutsi. Thereafter, make presentations in class. - Discuss in groups the challenges encountered in-rebuilding Rwanda, summarize their points in essay form - Discuss in groups measures that have been taken to re-built Rwandan society and summarize their points in essay form. - Visiting genocide memorial sites in Rwanda and discuss in groups its contents and importance to the Rwandan society thereafter, make presentation in class. - Watch videos related to the consequences of the 1994 genocide against Tutsi or/ and suggest solutions through essay writing. |
| Links to other subjects: <i>General Studies and Communication Skills Social and Religious Studies: conflict transformation.</i> | | | | |
| Assessment criteria: <i>Ability to examine the consequences of genocide against the Tutsi, the importance of genocide memorial site and how the Rwandan society has been re-built.</i> | | | | |
| Materials: <i>Books, internet, poems, press media, (radio, newspapers and videos), stories, tactile materials, jaws software, talking globes & tactile maps and brailled materials. Sign language should be used when teaching learners with hearing impairment language, etc.</i> | | | | |

| TOPIC AREA: SOCIETY | | SUB-TOPIC AREA: HUMAN RIGHTS, DUTIES AND RESPONSIBILITIES | | |
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| S.3 HISTORY AND CITIZENSHIP | | Unit 9: NATIONAL AND INTERNATIONAL HUMAN RIGHTS INSTRUMENTS AND THE PROTECTION OF HUMAN RIGHTS | | No. of periods: 3 |
| Key Unit Competence: To be able to analyse the effectiveness of national and international human rights instruments and ways in which human Rights can be protected in the context of democracy. | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Understand national and international human rights instruments. - Identify their effectiveness. - Understand ways of protecting human rights in the context of democracy. | <ul style="list-style-type: none"> - Explain the effectiveness of national and international human rights instruments. - Evaluate national and international human rights instruments. - Analyse how human rights are protected in the democratic system. - Compare national and international human rights instruments. | <ul style="list-style-type: none"> - Appreciate the importance of national and international human rights instruments. - Recognise ways of protecting human rights. - Acknowledge the national and international human rights instruments. - Acquire spirit of justice and protection of human rights. | <ul style="list-style-type: none"> - National human rights instruments. - International human rights instruments. - Effectiveness of national and international human rights instruments. - Ways human rights can be protected in the context of democracy. | <ul style="list-style-type: none"> - Read relevant materials to get information about national and international human rights instruments and summarise your findings. - Discuss in group about effectiveness of national and international human rights instruments and present in class the results from the groups. - Research on the protection of human rights in the context of democracy. - Write a poem on the importance of human rights. |
| Links to other subjects: <i>General Studies: human rights instruments in war and conflict transformation.</i> | | | | |
| Assessment criteria: <i>Ability to analyse the effectiveness of national and international human rights instruments and ways in which human rights can be protected in the context of democracy.</i> | | | | |
| Materials: <i>Books, internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

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| TOPIC AREA: SOCIETY | | SUB-TOPIC AREA: CONFLICT TRANSFORMATION | | |
| S.3 HISTORY AND CITIZENSHIP | | Unit 10: NATIONAL LAWS IN CONFLICT TRANSFORMATION | | No. of periods: 3 |
| Key Unit Competence: To be able to assess how national laws leads to conflict transformation. | | | | |
| Learning Objectives | | | | |
| Knowledge and understanding | Skills | Attitudes and values | Content | Learning Activities |
| <ul style="list-style-type: none"> - Understand conflict transformation. - Know sources of Rwandan codes and laws. - Identify legal mechanism vis-à-vis conflict transformation. | <ul style="list-style-type: none"> - Discuss conflict transformation. - Analyse sources of Rwandan codes and laws. - Discuss legal mechanism vis-à-vis conflict transformation. | <ul style="list-style-type: none"> - Acknowledge conflict transformation. - Appreciate sources of Rwandan codes and laws. - Show concern for legal mechanism vis-à-vis conflict transformation. - Recognise the importance of justice, the rule of law, and security consciousness. | <ul style="list-style-type: none"> - Define conflict transformation. - Sources of Rwandan codes and laws. - Legal mechanism and organs vis-a-vis conflict transformation: National Commission for Human Right, office of the Ombudsman, National Police, Constitution, relevant laws etc. | <ul style="list-style-type: none"> - Research about how national laws lead to conflict transformation and present the findings as a written report. - Discuss in group how national laws lead to conflict transformation and present the results in class. |
| Links to other subjects: <i>General Studies: conflict transformation.</i> | | | | |
| Assessment criteria: <i>Ability to assess how conflict transformation is provided in Rwandan law.</i> | | | | |
| Materials: <i>Books, internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

| TOPIC AREA: SOCIETY | | SUB-TOPIC AREA: DIGNITY AND SELF-RELIANCE | | |
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| S.3 HISTORY AND CITIZENSHIP | | Unit 11: FACTORS FOR NATIONAL INDEPENDENCE | | No. of periods: 4 |
| Key Unit Competence: To be able to examine the factors for national independence | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Identify factors for national independence. - Understand challenges faced in attaining national independence. - State Rwandan strategies used to achieve self-reliance. | <ul style="list-style-type: none"> - Evaluate challenges that hinder national independence. - Assess factors for national independence. - Analyse strategies set up in Rwanda to obtain self-reliance. - Discuss home grown solutions. | <ul style="list-style-type: none"> - Acknowledge challenges faced in attaining national independence. - Appreciate strategies set up by Rwandan government to achieve national independence. - Acquire a spirit of problem solving through self-reliance. - Develop a commitment to innovative ideas, and responsibility. | <ul style="list-style-type: none"> - Political factors for national independence. - Economical and socio-cultural factors for national independence. - Promoting and sustaining self-reliance. | <ul style="list-style-type: none"> - Research factors that promote national independence and present findings in class. - Group debates and discussions on strategies set up to achieve national independence and present in class the results from the group discussion. - Role-play on dignity and self-reliance. - Write essay or poems on home grown solutions. |
| Links to other subjects: <i>Economics: concept of independence and interdependence.</i> | | | | |
| Assessment criteria: <i>Ability to examine the factors for national independence.</i> | | | | |
| Materials: <i>Books, internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

| TOPIC AREA: SOCIETY | | SUB-TOPIC AREA: UNITY | | |
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| S.3 HISTORY AND CITIZENSHIP | | Unit 12: UNDERSTANDING RWANDA IN REFERENCE TO ITS LOCATION IN THE REGION | | No. of periods: 3 |
| Key Unit Competence: To be able to evaluate Rwandans in reference to regional groupings. | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Identify Rwandans in reference to regional groupings. - Explain the importance of regional integration. | <ul style="list-style-type: none"> - Analyse Rwandans in reference to regional groupings. - Investigate why regional integration is important. - Examine acceptance of differences in regional integration. | <ul style="list-style-type: none"> - Appreciate the importance of regional integration. - Understand others despite differences. - Develop the spirit of cooperation, self respect and respect of diversity and acceptance of differences. | <ul style="list-style-type: none"> - Understand oneself in reference to Rwanda and East Africa. - Accepting and accommodating differences and integrating in the region. | <ul style="list-style-type: none"> - Research about Rwandans in reference to regional groupings and write a report of the findings. Discuss in group the importance of the integration of Rwanda in the regional grouping and present the results in class - Design a poster show the importance of integration. |
| Links to other subjects: <i>Economics and Entrepreneurship, Geography, and General studies: Regional integration.</i> | | | | |
| Assessment criteria: <i>Ability to evaluate the importance of regional integration.</i> | | | | |
| Materials: <i>Books, internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

| TOPIC AREA: SOCIETY | | SUB-TOPIC AREA: DISABILITY AND INCLUSIVE EDUCATION | | |
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| S.3 HISTORY AND CITIZENSHIP | | Unit 13: CONCEPT OF DISABILITY AND INCLUSIVE EDUCATION | | No. of periods: 43 |
| Key Unit Competence: To be able to differentiate special needs education and inclusive education and appreciate the impact of inclusive education. | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain special needs education and inclusive education. - Identify characteristics of children with special needs education. | <ul style="list-style-type: none"> - Analyse problems faced by children with disabilities. - Explore ways of helping children with disabilities. - Research on exclusion, inclusion; integration and inclusion. - Explore impact of inclusive education. | <ul style="list-style-type: none"> - Appreciate the raised awareness of disability. - Show compassion to children with disabilities. - Acknowledge tolerance, and respect for all people and show concern for, and acceptance of, people with disabilities. - Appreciate the importance of inclusive education in Rwanda. | <ul style="list-style-type: none"> - Definition of special needs education - Who are children with special needs? - Ways to help children with special needs. - Definition of inclusive education. - Exclusion and inclusion. - Integration and inclusion. - Impacts of inclusive education. | <ul style="list-style-type: none"> - Research special needs education and inclusive education and summarise the findings. - Discuss in groups special needs education and inclusive education in Rwanda and present the results to the class. - Brainstorming on exclusion and inclusion, integration and inclusion and present the results in the class. - Discuss the impact of inclusive education in groups and present to the class. |
| Links to other subjects: <i>Social Studies: living in harmony. General Studies: living together in our society.</i> | | | | |
| Assessment criteria: <i>Ability to differentiate special needs education and inclusive education and appreciate impacts of inclusive education.</i> | | | | |
| Materials: <i>Books, internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

| TOPIC AREA: INDIVIDUAL | | SUB-TOPIC AREA: VALUES, ATTITUDE AND SOURCE OF SEXUAL LEARNING | | |
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| S.3 HISTORY AND CITIZENSHIP | | Unit 14: TOLERANCE AND RESPECT | | No. of periods: 2 |
| Key Unit Competence: To be able to recognise and respond to the effects of bias, prejudice, intolerance and stigma on individual and family. | | | | |
| Learning Objectives | | | | |
| Knowledge and understanding | Skills | Attitudes and values | Content | Learning Activities |
| <ul style="list-style-type: none"> - Explain why prejudice, stigma, intolerance, harassment, rejection and bullying are harmful. - Describe why every human being deserves to be treated fairly and with respect. - Recall the importance of tolerance, acceptance and respect to healthy relationships. - Explain why everybody has a responsibility to defend people who are being harassed or bullied. - Understand that everybody has a responsibility to defend people who are being harassed or bullied. | <ul style="list-style-type: none"> - Assess any kind of prejudice, stigma, intolerance, harassment, rejection and bullying. - Evaluate the respect and acceptance for people living with HIV/AIDS, people with disabilities, and people who are perceived to be different. - Analyse available support mechanisms to report and assist people experiencing stigma and discrimination. | <ul style="list-style-type: none"> - Acknowledge tolerance and love all people. - Show concern for people living with HIV/AIDS, and people with disabilities. - Appreciate the respect owed to all people, including those who are perceived to be different. | <ul style="list-style-type: none"> - Define bias, prejudice, stigma, intolerance, harassment, rejection and bullying. - Impact of bias, prejudice, stigma, intolerance on healthy relationships among peers, people living with HIV/AIDS, people with disabilities, people who are perceived to be different, etc. - The emotional, economic, physical and social consequences of prejudice, stigma, harassment and rejection. | <ul style="list-style-type: none"> - Explain why prejudice, stigma, intolerance, harassment, rejection and bullying are harmful. - Describe why every human being deserves to be treated fairly and with respect. - Recall the importance of tolerance, acceptance and respect to healthy relationships. - Explain why everybody has a responsibility to defend people who are being harassed or bullied. - Understand that everybody has a responsibility to defend people who are being harassed or bullied. |
| Links to other subjects: <i>General Studies and Effective Communication, and Social Studies: gender and society, human rights, duties and responsibilities.</i> | | | | |
| Assessment criteria: <i>Ability to analyse and take part in a case study/scenario on bias and discrimination, make a judgment if the action taken was appropriate and propose alternative actions.</i> | | | | |
| Materials: <i>Books, internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

| TOPIC AREA: SOCIETY | | SUB-TOPIC AREA: DIGNITY AND SELF-RELIANCE | | |
|--|--|---|--|---|
| S.3 HISTORY AND CITIZENSHIP | | Unit 15: HINDRANCES TO DIGNITY AND SELF-RELIANCE IN RWANDAN SOCIETY | | No. of periods: 3 |
| Key Unit Competence: To be able to identify the hindrances to dignity and self-reliance in Rwandan society. | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| <ul style="list-style-type: none"> - Explain types of hindrances to dignity and self-reliance. - Explain the importance of dignity and self-reliance in Rwandan society. | <ul style="list-style-type: none"> - Examine the hindrances to dignity and self-reliance in order to determine measures/strategies to overcome them. - Assess the importance of dignity and self-reliance in Rwandan society. - Evaluate how we can foster national pride and respect among Rwandan citizens. | <ul style="list-style-type: none"> - Show concern for hindrances to dignity and self-reliance. - Appreciate role of dignity and self-reliance in Rwandan society and advocate for them. - Acknowledge means used in overcoming obstacles to dignity and self-reliance. - Develop a culture of non dependence on others. - Foster national pride and respect among citizens. - Appreciate fostering national pride and respect among citizens. | <ul style="list-style-type: none"> - Types of hindrances to dignity and self-reliance - Importance of dignity and self-reliance in Rwandan society | <ul style="list-style-type: none"> - Learners research on the internet and other relevant documents about the types and importance of hindrances to dignity and self-reliance in Rwandan society and summarize their findings. - Write a poem on self-reliance and dignity. |
| Links to other subjects: <i>General Studies and Communication, Kinyarwanda, French, English: dignity and self-reliance.</i> | | | | |
| Assessment criteria: <i>Ability to identify hindrances to dignity and self-reliance in Rwandan society.</i> | | | | |
| Materials: <i>Books, internet, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc.</i> | | | | |

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7. APPENDIX: SUBJECTS AND WEEKLY TIME ALLOCATION FOR ORDINARY LEVEL

| Core subjects | Weight (%) | Number of Periods (1 period = 40 min.) | | |
|--|------------|---|-------------------|-------------------|
| | | S1 | S2 | S3 |
| English | 11 | 5 | 5 | 5 |
| Kinyarwanda | 7 | 3 | 3 | 3 |
| Mathematics | 13 | 6 | 6 | 6 |
| Physics | 9 | 4 | 4 | 4 |
| Chemistry | 9 | 4 | 4 | 4 |
| Biology and Health Sciences | 9 | 4 | 4 | 4 |
| ICT | 4 | 2 | 2 | 2 |
| History and Citizenship | 4 | 2 | 2 | 2 |
| Geography and Environment | 7 | 3 | 3 | 3 |
| Entrepreneurship | 4 | 2 | 2 | 2 |
| French | 4 | 2 | 2 | 2 |
| Kiswahili | 4 | 2 | 2 | 2 |
| Literature in English | 2 | 1 | 1 | 1 |
| Sub Total | | 39 periods | 39 periods | 39 periods |
| II. Elective subjects: Schools can choose 1 subject | | | | |
| Religion and Ethics | 4 | 2 | 2 | 2 |
| Music, Dance and Drama | 4 | 2 | 2 | 2 |
| Fine arts and Crafts | 4 | 2 | 2 | 2 |
| Home Sciences | 4 | 2 | 2 | 2 |
| Farming (Agriculture and Animal husbandry) | 4 | 2 | 2 | 2 |
| III. Co-curricular activities (Compulsory) | | | | |
| Physical Education and Sports | 2 | 1 | 1 | 1 |

| | | | | |
|---|------------|-----------|------|-----------|
| Library and Clubs | 2 | 1 | 1 | 1 |
| Total number of periods per week | 100 | 45 | 45 | 45 |
| Total number of contact hours per week | | 30 | 30 | 30 |
| Total number of hours per year (39 weeks) | | 1170 | 1170 | 1170 |

| TOPIC AREAS | SUB TOPIC AREAS | COMPETENCES | | |
|-------------------|----------------------------|--|--|--------------|
| | | Y1 (Social Studies) | Y2 (History) | Y3 (History) |
| History of Rwanda | PRE-COLONIAL RWANDA | Analyze the political, social and economic organization of pre-colonial Rwanda. | ..... | ..... |
| | COLONIAL RWANDA | Evaluate the performance of German and Belgian rules in Rwanda Assess the 1959 crisis in Rwanda Evaluate the process of independence in Rwanda | ..... | ..... |
| | Independent Rwanda | Examine the achievements and failures of the 1st and the 2nd Republics in Rwanda Assess the causes and consequences of the Liberation war of 1990-1994 in Rwanda ..... |  | ..... |
| | History of Genocide | ..... | Compare different genocides (genocide against Tutsi and Holocaust /Shoah) Analyze the achievements and challenges of the Rwandan Government in post genocide period. Analyze the forms of genocide denial and genocide ideology in Rwanda and abroad | ..... |

| | | | | |
|--------------------------|--|-------|--|---|
| | History of Genocide | ..... | Suggest ways of preventing genocide from happening again in Rwanda and elsewhere | ..... |
| Citizenship |  | ..... | ..... | Explore different major measures of home grown solutions to solve conflicts (Abunzi, Gacaca) |
| | Dignity and Self-Reliance | ..... | Critique how home-grown solutions contribute to self-reliance (Girinka, Ubudehe, Akarima k'igikoni, Kuremera, Umuganda, Agaciro, Imihigo, Itorero, community policing) | ..... |
| History of Africa | History of Ancient Africa | ..... | Analyze the reasons for the rise and decline of West African empires Assess the expansion of Islam in Africa and its consequences | ..... |
| | European exploration and colonization | ..... | Discuss the role of colonial agents in the conquest of Africa. (Christian missionaries, Chartered Companies and explorers) | |

| | | | | |
|----------------------|--|-------|--|--|
| WORLD HISTORY | Ancient world civilizations | ..... | Analyze the causes of African nationalism, the means used to regain independence in Africa and its impact on African society | Analyze the contribution of the main civilizations of the World to the development of the society |
| | The First and the Second world wars and their effects | ..... | ..... | Analyze the political, economic and social changes in the world after the two World Wars Judge the international relations after the effects of the World Wars |