

REPUBLIC OF RWANDA



MINISTRY OF EDUCATION



**CURRICULUM FOR SUSTAINABLE DEVELOPMENT**

A central illustration showing four students (two men and two women) sitting around a table, engaged in study. One man is reading a book, another is writing in a notebook, and two women are looking at a laptop. The background features a map of Rwanda with a sun rising over it. The text 'CURRICULUM FOR SUSTAINABLE DEVELOPMENT' is written in a large, blue, serif font, arching over the illustration. Below the illustration, the text 'HISTORY SYLLABUS FOR ADVANCED LEVEL S4-S6' is written in a bold, black, serif font. The text 'DIGNITY AND NATIONAL IDENTITY' is written in a green, sans-serif font, arching under the main title.

**HISTORY SYLLABUS FOR ADVANCED  
LEVEL S4-S6**

**Kigali 2015**

**DIGNITY AND NATIONAL IDENTITY**

# **HISTORY SYLLABUS FOR ADVANCED LEVEL S4-S6**

© 2015 Rwanda Education Board

All rights reserved

*This syllabus is the property of Rwanda Education Board. Credit must be provided to the author and source of the document when the content is quoted.*

## **FOREWORD**

The Rwanda Education Board is honoured to avail the syllabuses which serve as the official documents and a guide to the competency-based teaching and learning in order to ensure consistency and coherence in the delivery of a quality education across all the levels of general education in the 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 the society and exploit the employment opportunities.

In line, with the 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 a knowledge-based society and the growth of the regional and global competition in the jobs market has necessitated the shift to a competency-based syllabus. With the help of the teachers, whose role is central to the success of the syllabus, the learners will gain appropriate skills and be able to apply what they have learned in their 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 organized the whole process from its inception. Any comment or contribution would be welcome for the improvement of this syllabus. Special appreciation goes to the development partners who supported the exercise throughout.

**Mr. GASANA I. Janvier,**

Director General, REB

## **ACKNOWLEDGEMENT**

I wish to sincerely extend my special appreciation to the people who played a major role in the development of this syllabus. It would not have been successful without the participation of different education stakeholders and the financial support from the different donors that, I would like to express my deep gratitude.

My thanks first go to the Rwanda Education Board staffs, who were involved in the conception and syllabus writing. I wish to extend my appreciation to the teachers from pre-primary to university level whose efforts during the conception were much valuable.

I owe gratitude to different education partners such as UNICEF, UNFPA, DFID and Access to Finance Rwanda for their financial and technical support.

We also value the contribution of the other education partner organisations such as CNLG, AEGIS trust, National Itorero Commission, Gender Monitoring Office, National Unit and Reconciliation Commission, RBS, REMA, Handicap International, Wellspring Foundation, Right to Play, MEDISAR, EDC/L3, EDC/Akazi Kanoze, Save the Children, Faith Based Organisations, WDA, MINECOFIN and the local and international consultants. Their respective initiative, co-operation and support were basically responsible for the successful production of this syllabus by the Curriculum and Pedagogical Material Production Department (CPMD).

**Dr. MUSABE Joyce,**

Head of Department, Curriculum and Pedagogical Material Production Department

## **LIST OF PARTICIPANTS WHO WERE INVOLVED IN THE ELABORATION OF THE SYLLABUS**

### **Rwanda Education Board**

- Dr MUSABE Joyce: Head of Curriculum Pedagogical Material Department as a facilitator
- GATERA Augustin: Director of Languages and Humanities
- BACUMUWENDA Nehemiah: Curriculum Specialist in charge of Pedagogical Norms in Languages and Humanities Unit
- BARANYIZIGIYE Jeanne d'Arc , History Curriculum Specialist

### **Lecturers and Teachers**

- Pr. BYANAFASHE Déogratias, University of Rwanda
- Pr. RUTAYISIRE Paul, University of Rwanda
- MUSABYIMANA Pierre Damien, Groupe Scolaire Shyogwe
- RUDASINGWA Faustin, Collège St André
- SEKIMONY Alain Bonaventure, Ecole Scondaire St Esprit Nyanza
- TUMWESIGYE Allans, Gabiro High School

### **Resource Persons**

- Dr GASANABO Jean Damascène, Director General of Research and Documentation Centre on Genocide, CNLG
- Dr RWANAMIZA Erasme Director of Education Aegis Trust
- BAMPIRE Thacienne, National Itorero Commission
- GACHUHI Debbie, Consultant UNFPA
- KARUGWIZA Thérèse ,Gender and Human Rights,Programme Specialist, UNFPA
- MBABAZI Annet ,Subject Specialist,Examination and Accredition Department ,REB
- UWAMAHHORO Julienne,Technical Assistant, Inclusive Futures in Rwanda project (IFR), Innovation for Education, Handicap International

### **National consultants**

Mr MUREKERAHO Joseph,

### **Quality assurer /editor**

Mr ALFRED Wilkinson

## Table of contents

<b>FOREWORD .....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>iv</b>
<b>LIST OF PARTICIPANTS WHO WERE INVOLVED IN THE ELABORATION OF THE SYLLABUS.....</b>	<b>v</b>
<b>Table of contents .....</b>	<b>vii</b>
<b>1. INTRODUCTION .....</b>	<b>1</b>
1.1. Background to Curriculum review .....	1
1.2. Rationale of learning and teaching of History .....	1
<b>1.2.1. History in the Society .....</b>	<b>2</b>
<b>1.2.2. History and the learners.....</b>	<b>2</b>
1.2.3. Competences.....	3
<b>2. PEDAGOGICAL APPROACH .....</b>	<b>5</b>
2.1. The role of the teacher .....	6
2.2. The role of the learner .....	7
2.3. Special needs education and inclusive approach .....	7
<b>3. ASSESSMENT APPROACH .....</b>	<b>8</b>
3.1. Types of assessment .....	8
3.2. Record keeping .....	10

3.3. Item writing in the summative assessment .....	10
3.4. Reporting to parents .....	11
<b>4. RESOURCES .....</b>	<b>12</b>
4.1. Materials needed for implementation .....	12
4.2. Human resource.....	13
<b>5. SYLLABUS UNITS.....</b>	<b>14</b>
5.1. Presentation of the structure of the History syllabus units.....	14
5.2. History Syllabus for Senior four .....	16
5.2.1. Key competencies at the end of Senior 4.....	16
5.2. UNITS TABLE SENIOR 4.....	17
5.3. History Syllabus for Senior five .....	33
5.3.1. Key Competencies for Senior five .....	33
5.3.2. History units for Senior five .....	34
5.4. History syllabus for Senior six .....	50
5.4.1. Key Competencies for Senior six .....	50
5.4.2. History Units for Senior six.....	51
<b>6. REFERENCES.....</b>	<b>70</b>
<b>7. APPENDIX: SUBJECTS AND WEEKLY TIME ALOCATION FOR A'LEVEL.....</b>	<b>72</b>



# **1. INTRODUCTION**

## **1.1. Background to Curriculum review**

History is a part of the Advanced Level curriculum for the secondary school (Senior 4, 5 and 6), and is one of the subjects Rwanda Education Board (REB) examines at the end of the Senior Six Level. This curriculum is designed for the learners who have completed the ordinary level and are pursuing the upper secondary school level (for those taking the combinations that include History).

The current History syllabus is knowledge and understanding based while the reviewed one is an active and competency based. This upper secondary level syllabus will enter into force in 2016. The syllabus will provide a platform for the learners to explore and discover the content while the teacher facilitates. It has also integrated other educational initiatives and curriculum on a creativity and innovation, critical thinking, research and problem solving, communication and co-operation, literacy and numeracy skills.

This syllabus provides a general objective for each topic, sub topic and the units. We hope this will help the teachers, as they make the schedules and lesson plans since it has been sequenced, amplified and organized to promote the learner centred approach.

## **1.2. Rationale of learning and teaching of History**

The rationale of History review process was to ensure that the syllabus is responsive to the needs of the learner and shift from the objective and knowledge based learning to competency based learning. Emphasis in the review has been building more on skills and competencies, and streamlining the coherence within the existing content by benchmarking with the syllabi elsewhere with the best practice.

History syllabus guides the interaction between the teacher and the learner in the learning process and highlights the skills and the values a learner should acquire during and at the end of each unit of learning.

### **1.2.1. History in the Society**

History is one of the social science subjects, and is an important discipline that has contributed to the human activities, political and social transformation throughout the world. This has also enabled man to understand the past and the present so as to predict the future. It is in line with 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, the East African Community Protocol and UNESCO pillars of learning. This is the reason why this syllabus is included in the national and the regional context of the Government.

Application of the knowledge of History is evident in Political Science, Leadership, Management and Sociology. History has played a central role in uniting the people, preservation of culture and conservation of identities.

### **1.2.2. History and the learners**

History prepares the learners to take faculties like Law, Management, Social Administration, Political Science, Education, Sociology etc. so as to become good citizens. This subject provides the skills and the values that help the learner in problem solving and empowers the learner to manage both the 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 competencies**

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

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

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

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

**Cooperation, inter personal management and life skills:** This will help the learner to cooperate as a team in whatever task assigned and to practice positive ethical moral values while respecting the rights, feelings and the views of others. Perform practical activities

related to the environmental conservation and protection. 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 the learners to update their knowledge and skills with a minimum external support. The learners will be able to cope with the evolution of knowledge advances for personal fulfilment in the areas that are relevant to their improvement and development.

### **Broad History competences**

At the end the History course, students should be able to:

- Live in harmony with the others without any distinction, religious distinction or other form of discrimination and exclusion that have caused problems in the society like Tutsi genocide of 1994, in order to transform them into good citizens.
- Appreciate the Rwandan values, universal values of peace, respect human rights, rights of gender equality, democracy, justice, solidarity and good governance.
- Promote the moral, intellectual and social values through which the learners will improve their competence and skills that are essential for the sustainable development of the country.
- Develop a patriotic spirit, the sense of civic pride and the spirit of knowing what happens all over the world.
- Develop a sense of moral responsibility and commitment to social justice and gender equity.
- Promote the spirit of self – reliance, dignity and cooperation among the nations.

### **History and developing Competences**

The History 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, they 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 learners will 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 the abilities. Teaching strategies must therefore be varied but flexible within a well-structured sequence of lessons; learner-centred education does not mean that the teacher no longer has the responsibility for seeing that learning takes place. Therefore learning process should be dominated by the learner and guided by the teacher.

Great emphasis should be put on the practical and comparative studies. The learners must be fully involved in the collection of the historical information, reading and interpreting maps, photographs and the statistics in History. The teacher must act as a guide and not as a source of all information. The programme of History put a great importance on the active participation of the learners in the teaching and learning process.

## **2.1. The role of the teacher**

The change to a competency-based curriculum is about transforming learning, ensuring that learning is deep, enjoyable and habit-forming. The teachers ought to shift from the traditional method of instruction and play the role of a facilitator in order to value the 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 role is to organize the learners in the classroom or outside and engage them through the participatory and interactive methods, and through the learning processes, as individuals, in pairs or in groups. This ensures that the learning is personalized, active, participative and cooperative.

The teacher will design and introduce the tasks to the class to perform or for immediate discussion. The role of the teacher will be to guide the learners in constructing their own knowledge. The learners are taught how to use the textbooks and other resource materials in different ways to search and make use of the information in writing their own notes.

The teacher must select and develop appropriate materials like the 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 the low achievers and those with learning difficulties and ensure that they keep pace with the rest in acquiring the required competencies. The teacher must accompany the learners to the historical sites, museums and other field studies. While in the field, the teacher must guide the learners to collect the historical information.

## **2.2. The role of the learner**

The activities of the learner are indicated against each learning unit and they all reflect an appropriate engagement of the learner in the learning process. The teaching of the learning processes will be tailored towards creating a learner friendly environment based on the capabilities, needs, experiences and the interests. The learning activities will be organized in a way that encourages the learners to construct the knowledge either individually or in groups in an active way. The learners work on one competency at a time in the form of concrete units with specific learning outcomes, broken down into knowledge, skills and attitude.

The learners are expected to carry out the research, using internet, reading a range of materials, using video, films and testimonies so as to get the historical information. Thereafter, present the information to the teacher for correction.

Above all, the learners are required to be obedient, honest and hardworking in order to make the learning process productive.

## **2.3. Special needs education and inclusive approach**

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

These learners equally have the right to benefit from the free and compulsory basic education in the nearby ordinary/mainstream schools. Therefore, the schools' role is to enrol them and also set strategies to provide the relevant education to them. The teacher therefore is requested 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 guidance for each category of the learners with special education needs is provided for in the guidance for the 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 a learner's achievements measured against the defined standards. Assessment is an integral part of 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 assessment**

##### **3.1.1. Formative and continuous assessment (assessment for learning)**

Continuous assessment involves the formal and informal methods used by the schools to check whether the learning is taking place. When a teacher is planning a lesson, he/she should establish the criteria for the performance and behaviour 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) pen and paper (c) oral questioning.

### **3.1.2. Summative assessment (assessment of learning)**

When an 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 the summative assessment is to evaluate whether the learning objectives have been achieved, and to use the results for the ranking or grading of the learners, for deciding on the progression, for the selection into the next level of education and for the certification. This assessment should have an integrative aspect whereby the learner must be able to show the mastery on all competencies.

It can be an 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. The school summative assessment average scores for each subject will be weighted and included in the final national examinations grade. The school based assessment average grade will contribute a certain percentage as the teachers gain more experience and confidence in the assessment techniques, and in the third year of the implementation of the new curriculum it will contribute 10% of the final grade, which will progressively increase. The 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 the 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 the facts and evidences from the assessment instruments and using them to judge the learner's performance by assigning an indicator against the set criteria or standard. Whatever the assessment procedures used, shall generate the data in the form of scores, which will be carefully recorded and stored in a portfolio, because they will contribute for remedial actions, for alternative instructional strategy and for the feed-back to the learner and to the parents to check the learning progress, and to advice accordingly on the final assessment of the students.

This portfolio is a folder (or binder or even a digital collection) containing the learner's work as well as the learner's evaluation of the strengths and weaknesses of his/her work. Portfolios reflect not only the work produced (such as the papers and the assignments), but also it is a record of the activities undertaken over a time as a part of the learner's learning. The portfolio output (formative assessment) will be considered for a maximum of three years of Advanced level. Besides, it will serve as a verification tool for each learner, that he/she attended the whole learning before he/she undergoes the summative assessment for the subject. The results from the portfolio will contribute 50% on the summative assessment of each year.

### **3.3. Item writing in the summative assessment**

Before developing a question paper, a plan or a specification of what is to be tested or examined; it must be elaborated to show the units or topics to be tested on, the number of questions in each level of Bloom's taxonomy and the marks allocation for each question. In a competency based curriculum, the questions from the 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 the examination questions are tailored towards competency based assessment by doing the following:

- Identify the topic areas to be tested on from the subject syllabus.
- Outline subject matter content to be considered as the basis for the test.

- Identify the learning outcomes to be measured by the test.
- Prepare a table of the specifications.
- Ensure that the verbs used in the formulation of questions do not require memorization or recall answers only but testing the broad competencies as stated in the syllabus.

### **Structure and the format of the examination:**

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

#### **PAPER 1**

- History of Rwanda.
- History of Africa and the World civilizations.

#### **Paper 2:**

- History of the World.
- Citizenship.

### **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 the learners' progress with parents. A single mark is not sufficient to convey the different expectations of learning which are in the learning objectives. The most helpful reporting is to share where the learners are doing well and where they need to improve.

## **4. RESOURCES**

### **4.1. Materials needed for implementation**

#### **Relevant textbooks and written materials**

- History of Rwanda.
- History of Africa.
- History of World civilisations.
- History of Modern Europe.
- Atlas.
- Geographical and Historical maps.

#### **Other needed materials**

- Internet.
- Films and videos (audio visual source).
- Historical sites.
- Memorial sites.
- Photographs.
- Braille.
- Museum.
- Tale, tactile maps, stories and the testimonies.
- Historical laminated maps (A2 size).
- Visual CDS, DVD, and Videos on History of genocide and other parts of History;

- Costumes related to the historical events and props.
- Testimonies of the Genocide survivors and perpetrators.
- Films of Genocide (seven days in Kigali), poems and songs.
- Dictionary for history.
- Posters of the evolution of man.
- Supplementary booklets on the Egyptian, Greek, Roman, Chinese, American, Incas, Aztec, Maya civilisations (the supplementary materials will support textbooks by providing a brief history of each of the above civilisation).
- Posters of the traditional tools e.g. arrows spears, shield, sword, ramming rod and axe.
- Booklet of the NGOs and Volunteers Organisations working in Rwanda.
- Booklets of the pictorial representation of the Ministries and their responsibilities in Rwanda.
- Local heroes e.g. Fred Gisa Rwigema, Agathe Uwiringiyimana, Felicitée Niyitega.
- Books on Rwanda: Inside the Hotel Rwanda, Confronting genocide in Rwanda; dehumanisation, denial and the strategies for prevention.

#### **4.2. Human resource**

For an effective and efficient teaching of this History syllabus, it should be noted that a teacher should:

- Have at least a diploma in History from a recognised teaching Institution of Higher learning.
- Proper use of the 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 of special needs education like Rwandan sign language, braille reading and writing.

- Be able to modify the methodology to accommodate the diversity needs of the learners in the class.
- Be an objective assessor of the learner's performance and demonstrate strong leadership skills.
- Be well organised and be able to well manage his/her tasks and the time.

## 5. SYLLABUS UNITS

### 5.1. Presentation of the structure of the History syllabus units

History subject is taught and learned in Advanced Level Secondary education as a core subject, i.e. in S4, S5 and S6 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:

- Unit is aligned with the Number of lessons.
- Each Unit has a Key Unit Competency, whose achievement is pursued by all the teaching and learning activities undertaken by both the teachers and the learners.
- Each Unit Key Competency is broken into three types of Learning Objectives as follows:
  - a. **Type I:** Learning Objectives related to Knowledge and Understanding (also known as Lower Order Thinking Skills or LOTS)
  - b. **Type II and Type III:** These Learning Objectives relate to the acquisition of Skills, Attitudes and Values (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 the learner should learn in line with the stated Learning Objectives.
- Each Unit suggests the Learning Activities that are expected to engage the learners in an interactive learning process as much as possible (learner-centred 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 History syllabus has 5 topics areas and 12 Sub topics areas. In S4, there are 5 topics areas, 10 sub-topics areas and 12 units. In S5, there are 4 topics areas, 9 sub-topics areas and 9 units and in S6 there are 4 topics areas, 11 sub-topics areas and 11 units.

## **5.2. History Syllabus for Senior four**

### **5.2.1. Key competencies at the end of Senior 4**

At the end of Senior 4, a learner will be able to:

- Locate Rwanda in time and space.
- Compare and contrast different genocides that occurred in different parts of the world;
- Describe the origin, rise, organisation and the collapse of the different empires in West and South Africa.
- Explain the role of the different colonial agents during the colonisation process.
- Examine the contribution of the ancient civilisations to the modern societies.
- Explain the main political, economic and intellectual developments in the medieval and the modern times.
- Describe the causes, course and the effects of the major European events from 1789-1835.
- Describe the concepts of the human rights codification and its impact.
- Explain the concepts of national cohesion, identities, Gacaca and Abunzi especially in conflict solving.
- Describe the forms, causes and the effects of interdependence with reference to Rwanda.



## 5.2. UNITS TABLE SENIOR 4

<b>TOPIC AREA: HISTORY OF RWANDA</b>		<b>SUB -TOPIC AREA: HISTORY OF ANCIENT, COLONIAL AND POST- COLONIAL RWANDA</b>		
<b>S.4 HISTORY</b>		<b>Unit 1: History of Rwanda</b>		<b>No. of periods: 14</b>
<b>Key unit competency:</b> The learner should be able to assess the performance of the Belgian rule, the 1959 crisis and the process of the independence in Rwanda.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Describe the performance of the Belgian rule in Rwanda.</li> <li>- Explain the causes and the effects of the 1959 crisis in Rwanda.</li> <li>- Describe the process of independence in Rwanda.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate the reforms that were introduced by the Belgian rule in Rwanda by showing how they reigned from negative to positive.</li> <li>- Evaluate the causes and consequences of the 1959 crisis in Rwanda and test the validity.</li> <li>- Assess how the independence was achieved by indicating the poor conditions in which Rwanda was placed.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the importance of the transformations that were brought by the Belgian rule in Rwanda</li> <li>- Recognise the root causes and the effects of the 1959 crisis in Rwanda as an outcome of the strong disunity among the Rwandan society.</li> <li>- Recognise the different steps that were taken by the Rwandans to achieve the independence as the means of increasing the spirit of nationalism.</li> </ul>	<ul style="list-style-type: none"> <li>- Reforms introduced by the Belgian rule on: Political level, Economic plan, Social plan and Culture.</li> <li>- Causes and the consequences of the 1959 crisis in Rwanda.</li> <li>- Steps that were taken to achieve the independence</li> </ul>	<ul style="list-style-type: none"> <li>- The learners use a range of materials including the textbooks on the history of Rwanda and use internet to find the major reforms that were introduced by the Belgian rule. Thereafter, they present their finding followed by questions and answers.</li> <li>- In groups, the learners discuss the causes and the consequences of the 1959 crisis. Then, they summarise their findings in an essay form.</li> <li>- The learners do research by reading the textbooks and other materials on the achievements and the failures of the Belgian rule in Rwanda. Afterwards, they present the outcomes in the class followed</li> </ul>

			in Rwanda.	by questions and answers.
<b>Links to other subjects:</b> <i>Conflicts and wars in General Studies and Communication Skills and regional integration in Economics.</i>				
<b>Assessment criteria:</b> <i>The learners are able to assess the performance of the Belgian rule in different domains, the impact of the 1959 crisis on social and political spheres and the different steps of the independence of Rwanda.</i>				
<b>Materials:</b> <i>Textbooks, internet, poems, media, songs, braille materials, sign language charts, talking globes and tactile maps.</i>				

<b>TOPIC AREA: HISTORY OF RWANDA</b>		<b>SUB-TOPIC AREA: HISTORY OF GENOCIDE</b>		
<b>S.4 HISTORY</b>		<b>Unit 2: Comparison of the Genocides</b>	<b>No. of periods: 8</b>	
<b>Key unit competency:</b> The learner should be able to compare different genocides in the 20 <sup>th</sup> century.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Explain the different genocides and, where and when they occurred.</li> <li>- Identify the similarities and the differences between the 1994 genocide against the Tutsi and the other genocides.</li> <li>- Describe the measures that have been taken to reconstruct the Rwandan society after the 1994 genocide against the Tutsi.</li> </ul>	<ul style="list-style-type: none"> <li>- Suggest what could have been done to avoid the different genocides that occurred in the 20<sup>th</sup> century.</li> <li>- Analyse the similarities and the differences between the 1994 genocide against the Tutsi and the other genocides.</li> <li>- Examine the measures that have been taken to reconstruct the societies where the genocide has occurred in an attempt to develop a sense of love and respect.</li> </ul>	<ul style="list-style-type: none"> <li>- Advocate for fighting against anything that can lead to genocide.</li> <li>- Appreciate the importance of the measures that have been taken to reconstruct the societies where the genocide has occurred.</li> </ul>	<ul style="list-style-type: none"> <li>- Different genocides in the 20<sup>th</sup> century (e.g. Holocaust, 1994 genocide against the Tutsi).</li> <li>- Similarities and the differences between the 1994 genocide against the Tutsi and the other genocides.</li> <li>- Measures that have been taken to reconstruct the Rwandan society after the 1994 genocide against the Tutsi.</li> </ul>	<ul style="list-style-type: none"> <li>- The learners use a range of resources including the textbooks, internet, media, films, etc. to differentiate the genocides in the 20<sup>th</sup> century. Then, write an essay.</li> <li>- The learners form two group discussions, one to debate and discuss about the different genocides and another to deal with the measures that have been taken to reconstruct the Rwandan society. Thereafter, they make presentations in the class followed by questions and answers.</li> </ul>
<b>Links to other subjects:</b> <i>Conflict transformation in General Studies and Communication Skills.</i>				
<b>Assessment criteria:</b> <i>The learners are able to compare the different genocides and examine the strategies that have been taken to reconstruct the societies where the genocide has occurred.</i>				
<b>Materials:</b> <i>Textbooks, internet, poems, media, songs, testimonies from the survivors and rescuers, films, braille materials, sign language charts, talking globes and tactile maps etc.</i>				

TOPIC AREA: HISTORY OF AFRICA		SUB-TOPIC AREA: HISTORY OF ANCIENT AFRICA		
S.4 HISTORY		Unit 3: Origin, rise, organisation and decline of the Empires in West and South Africa		No. of periods: 36
<b>Key unit competency:</b> The learner should be able to describe the origin, rise, organisation and the decline of the various empires in West and South Africa.				
Learning Objectives			Content	Learning Activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> <li>- Describe the origin and the rise of the various empires of West Africa (Ghana, Mali, Songhai, Kanem Bornu) and South Africa (Zulu and Monomotapa).</li> <li>- Explain the political, social and economic organisations of the various empires in West and South Africa.</li> <li>- Identify the factors for the decline of the various empires in West and South Africa</li> </ul>	<ul style="list-style-type: none"> <li>- Examine the origin and the expansion of the various empires of West Africa and South Africa, so as to determine why some states expanded in to large empires.</li> <li>- Discuss the political, social and economic organisations of the various empires in the West and South Africa in order to determine why some kingdoms lasted for long while others lasted for a short time.</li> <li>- Examine the factors for the downfall of the</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the contribution /achievements of the African kings towards the origin, rise and the collapse of the various empires in West and South Africa.</li> <li>- Balance the political, social and economic organisations of the various states in West and South Africa so as to compare the strength of these empires. This improves the learner's spirit of belonging and hard work</li> <li>- Recognise the factors for the collapse of the various empires in West and South Africa.</li> </ul>	<ul style="list-style-type: none"> <li>- Origin and the rise of the various empires of West Africa (Ghana, Mali, Songhai, Kanem Bornu) and South Africa (Zulu and Monomotapa).</li> <li>- The Political, Social and economic organizations of the various empires in West and South Africa</li> <li>- Decline of the various empires in West and South Africa</li> </ul>	<ul style="list-style-type: none"> <li>- The learners do research by reading the textbooks and using internet to get information about the origin, rise and expansion, of the organization and the decline of the various empires of West and South Africa. Afterwards, they write an essay.</li> <li>- The learners form group discussions and debate about the origin, rise and career of different key leaders of the various African empires.</li> </ul>

	various empires in West and South Africa.			Then, they present their findings to the class followed by questions and answers.
<b>Links to other subjects:</b> <i>Physical divisions and migration in Geography, wars and conflicts in General Studies and Communication Skills and trade in Economics.</i>				
<b>Assessment criteria:</b> <i>The learners are able to describe the origin and rise of the organisation and decline of the empires in West and South Africa.</i>				
<b>Materials:</b> <i>Books, internet, poems, media, testimonies from the elders, films, braille materials, sign language charts, talking globes and tactile maps etc.</i>				

<b>TOPIC AREA: HISTORY OF AFRICA</b>		<b>SUB-TOPIC AREA: EUROPEAN EXPLORATION AND COLONISATION OF AFRICA</b>		
<b>S.4 HISTORY</b>		<b>Unit 4: Role of the agents of the colonial conquest</b>		<b>No. of periods: 14</b>
<b>Key unit competency:</b> The learner should be able to discuss the role of the agents of the colonial conquest.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Identify different colonial agents (missionaries, chartered companies and explorers, etc.).</li> <li>- Explain the roles played by the different colonial agents.</li> <li>- Describe the problems faced by the colonial agents and the consequences.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse the activities of different colonial agents (missionaries, chartered companies and explorers, etc.).</li> <li>- Assess the roles played by the different colonial agents during the colonisation of Africa.</li> <li>- Examine the problems that were faced by the colonial agents in the process of colonisation of Africa and the consequences.</li> <li>- Assess the consequences of the colonial agents in Africa</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise the activities of different colonial agents.</li> <li>- Appreciate the roles played by the different colonial agents towards the colonisation of Africa.</li> <li>- Recognise the problems that were faced by the colonial agents in Africa and the consequences, so as to develop the learner's spirit of nationalism.</li> <li>- Analyse the consequences of the colonial agents in Africa.</li> </ul>	<ul style="list-style-type: none"> <li>- Activities of the colonial agents in Africa.</li> <li>- Roles played by the colonial agents in the process of colonisation of Africa.</li> <li>- Problems faced by the colonial agents in Africa.</li> <li>- Consequences of the colonial agents in Africa.</li> </ul>	<ul style="list-style-type: none"> <li>- The learners form groups, discuss and debate about the roles played by the different colonial agents during the colonisation process. Thereafter, they write an essay.</li> <li>- The learners do research on the problems faced by the colonial agents and the effects of colonisation. Afterwards, they make a presentation in the class followed by questions and answers.</li> <li>- Once the learners make the judgments that were most influential, they discuss followed by questions and answers.</li> </ul>
<b>Links to other subjects:</b> <i>Demography, migration in Geography, wars and conflicts in General Studies and Communication Skills.</i>				
<b>Assessment criteria:</b> <i>The learners are able to discuss the activities of the colonial agents, their roles, problems faced and their consequences in Africa.</i>				
<b>Materials:</b> <i>Books, internet, poems, media, testimonies from the elders, films, atlas, globe, wall map, pictures and photographs, braille materials, sign language charts, talking globes and tactile maps etc.</i>				

<b>TOPIC AREA: HISTORY OF AFRICA</b>		<b>SUB-TOPIC AREA: COLONIAL ADMINISTRATIVE POLICIES AND DE-COLONISATION</b>		
<b>S.4 HISTORY</b>		<b>Unit 5: African response to the colonial rule</b>		<b>No. of periods: 14</b>
<b>Key unit competency:</b> The learner should be able to assess the African reactions towards the European colonisation.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Identify the different forms of collaboration by giving examples.</li> <li>- Describe the reasons for the collaboration and its effects.</li> <li>- Explain the different forms of resistance and its effects by giving examples.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse the different forms of collaboration that helped to speed the process of colonisation.</li> <li>- Examine the reasons for collaboration and its effects in Africa, in order to determine the role of the Africans in the colonisation process.</li> <li>- Assess different methods of resistance, its causes and the consequences.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the different forms of collaboration by giving examples.</li> <li>- Acknowledge the reasons for collaboration and its impact on the African societies so as to blame them in order to develop the learner's spirit for respect and love.</li> <li>- Appreciate the methods of resistance, its causes and the effects in order to develop the spirit of nationalism and patriotism.</li> </ul>	<ul style="list-style-type: none"> <li>- Forms of collaboration.</li> <li>- Reasons for collaboration.</li> <li>- Consequences of the collaboration.</li> <li>- Forms and methods of the resistance.</li> <li>- Reasons and the consequences for the resistance.</li> </ul>	<ul style="list-style-type: none"> <li>- The learners in groups debate and discuss about the different forms of collaboration and resistance. Thereafter, they present their resolutions in the class followed by questions and answers.</li> <li>- The learners read a range of materials e.g. the textbooks, to get key information about the collaboration and resistance. Afterwards, they write an essay.</li> <li>- The learners use media and films to get the information about the resistance and collaboration. Then, they note down the key points, i.e. which is more important between the resistance and collaboration.</li> </ul>
<b>Links to other subjects:</b> <i>Wars and conflict in General Studies and Communication Skills and migration in Geography.</i>				
<b>Assessment criteria:</b> <i>The learners are able to assess the reasons and the effects of resistance and collaboration in Africa and</i>				
<i>make a judgement which was more important between the resistance and collaboration.</i>				
<b>Materials:</b> <i>Textbooks, internet, poems, media, testimonies from the elders films, atlas, globe, wall map, pictures and photographs, tactile materials, jaws software, talking globes, tactile maps, braille materials and sign language charts, etc.</i>				

<b>TOPIC AREA: WORLD HISTORY</b>		<b>SUB-TOPIC AREA: ANCIENT WORLD CIVILISATIONS, MEDIEVAL AND MODERN TIMES</b>		
<b>S.4 HISTORY</b>		<b>Unit 6: Contribution of the main ancient civilisations to the development of the modern society</b>		<b>No. of periods: 38</b>
<b>Key unit competency:</b> The learner should be able to explore the contribution of the main ancient civilisations of the world to the development of the modern society.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Locate on the World map, from where did the Greek and Roman civilisations started.</li> <li>- Explain the main elements of the Greek and Roman civilisations. Decide what made them so powerful.</li> <li>- Identify the contributions of the Greek and Roman civilisations to the modern society.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the locations of Greece and Rome and show how they were occupied (settled).</li> <li>- Examine the main elements of the Greek and Roman civilisations and show how the civilisations spread to the rest of the world</li> <li>- Evaluate the impact of the Greek and Roman civilisations on the modern society.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the importance of the Greek and Roman civilisations to the modern society as this will develop the learner's spirit of working hard.</li> </ul>	<ul style="list-style-type: none"> <li>- Location, occupation and the expansion of the Greece and Rome civilisations</li> <li>- Elements of the Greek and Roman civilisations</li> <li>- Contributions of the Greek and Roman civilisations.</li> </ul>	<ul style="list-style-type: none"> <li>- The learners use maps, atlas, globe and textbooks to discover where the Greek and Roman civilisations started from, how Greece and Rome were occupied and expanded. Afterwards, they summarise their point in an essay form.</li> <li>- The learners form groups to discuss and debate about the elements of the Greek and Roman civilisations. Thereafter, they make presentations followed by question and answers.</li> <li>- The learners read a range of materials and use media to master the contributions of the Greek and Roman civilisations towards the modern society. Then, they write an essay with the title: What did the Greeks and Romans do for us?</li> </ul>
<b>Links to other subjects:</b> <i>Physical division and location in Geography and inventions in Chemistry and Physics.</i>				
<b>Assessment criteria:</b> <i>The learners are able to discuss the activities of the colonial agents, their roles, problems faced and their consequences in Africa.</i>				
<b>Materials:</b> <i>Textbooks, internet, poems, media, testimonies from the elders, films, atlas, globe, wall map, pictures and photographs, braille materials, sign language charts, talking globes and tactile maps etc.</i>				



<b>TOPIC AREA: WORLD HISTORY</b>		<b>SUB-TOPIC AREA: ANCIENT WORLD CIVILISATIONS, MEDIEVAL AND MODERN TIMES</b>		
<b>S.4 HISTORY</b>		<b>Unit 7: Analyse the political, economic and intellectual developments in the medieval and modern times</b>		<b>No. of periods: 32</b>
<b>Key unit competency:</b> The learner should be able to examine the political, economic and intellectual progresses in the medieval and modern times.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Explain the position of Christianity in the medieval and modern times.</li> <li>- Identify the major changes brought by Christianity and Islam.</li> <li>- Describe the origin, its spread and the effects of Christianity and Islam.</li> <li>- Describe the causes of the early explorations and their effects.</li> </ul>	<ul style="list-style-type: none"> <li>- Compare the Christian religious life and its influence in the medieval and modern times.</li> <li>- Evaluate the Islamic life and its influence in the medieval and modern times.</li> <li>- Assess the origin, its spread and the effects of Christianity in Europe and the rest of the World. e.g. Crusades.</li> <li>- Evaluate the origin, its spread and the effects of Islam in Europe and the rest of the World. e.g.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the Christian religious life and its influence in the medieval and modern times in order to develop the spirit of love and respect.</li> <li>- Balance the great changes that were brought by Christianity and Islam, and its influence in the medieval and modern times.</li> <li>- Appreciate the origin, its spread and the effects of Islam in Europe and the rest of the world.</li> </ul>	<ul style="list-style-type: none"> <li>- Religious life of the Christians and the Muslims in the medieval and modern times.</li> <li>- Changes brought by the Christianity and Islam.</li> <li>- Origin, its spread and the effects of Christianity in Europe and the rest of the World.</li> <li>- Causes and the effects of the early</li> </ul>	<ul style="list-style-type: none"> <li>- The learners read the textbooks and other materials to get information about the religious life in the medieval and modern times. Then, write an essay on how important religion was in the medieval times.</li> <li>- The learners form two groups, one to discuss and debate about the major changes that were brought by Christianity and another to deal with Islam. Thereafter, they make presentations followed by question and answers.</li> <li>- The learners use a range of materials e.g. textbooks, use internet to discover the origin, its spread and the effects of Islam and Christianity, and the causes and the effects of the early explorations. Later they summarise their points</li> </ul>

<p>- Identify the impact of the Age of Enlightenment.</p>	<p>Jihads.          - Examine the causes and the consequences of the early explorations by giving examples.          - Discuss the impact of the Age of Enlightenment to the modern World</p>	<p>- Recognise the causes of the early explorations and their effects in the modern world.          - Balance the impact of the Age of Enlightenment to the modern World.</p>	<p>explorations.          - Impact of the Age of Enlightenment.</p>	<p>and note them down.          - The learners form groups for discussions and debate about the greatest impact during the era of Enlightenment. Then, they present the results of their discussions and the teacher draws a conclusion.</p>
<p><b>Links to other subjects:</b> <i>Religious life and laws in Religious studies and migration in Geography.</i></p>				
<p><b>Assessment criteria:</b> <i>The learners are able to explore the political, economic and intellectual developments in the medieval and modern times and make a judgement about the impact.</i></p>				
<p><b>Materials:</b> <i>Books, internet, media, charts, films, atlas, wall map, pictures and photographs etc.</i></p>				

<b>TOPIC AREA: WORLD HISTORY</b>		<b>SUB-TOPIC AREA: GREAT REVOLUTIONS AND WORLD WARS</b>		
<b>S.4 HISTORY</b>		<b>Unit 8: Major European events from 1789 and 1835</b>		<b>No. of periods: 52</b>
<b>Key unit competency:</b> The learner should be able to evaluate the major events that took place in Europe from 1789 and 1835; their causes, course and its effects.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Explain the conditions in Europe and France in particular before 1789.</li> <li>- Describe the causes and the consequences of the French Revolution.</li> <li>- Explain the factors for the rise of Napoleon I, his performance and the downfall in 1814.</li> <li>- Identify the forms, the reasons for the convention, achievements and the failures of the</li> </ul>	<ul style="list-style-type: none"> <li>- Examine the conditions in Europe and France in particular before 1789 and show their influence on the modern times.</li> <li>- Examine the causes, course and the consequences of the French Revolution and indicate how it increased the spirit of democracy in the society.</li> <li>- Discuss the factors for the rise of Napoleon I, his performance and the downfall so as to relate his career and the French politics</li> </ul>	<ul style="list-style-type: none"> <li>- Balance the conditions in Europe and France in particular before 1789.</li> <li>- Acknowledge the causes, course and the consequences of the French Revolution.</li> <li>- Recognise the factors for the rise of Napoleon I, his performance and the downfall in order to develop a spirit of patriotism and self – reliance.</li> <li>- Recognise the terms, forms, reasons for the convention, achievements and the failures of the Congress system since it develops the spirit of</li> </ul>	<ul style="list-style-type: none"> <li>- Conditions in Europe and France before 1789.</li> <li>- Causes, course and the consequences of the French Revolution.</li> <li>- Factors for the rise of Napoleon I, his performance and the downfall.</li> <li>- Terms, forms, reasons for the convention,</li> </ul>	<ul style="list-style-type: none"> <li>- The learners do research by reading textbooks and other materials to get the information about the conditions in Europe and France in particular before 1789; causes, course and consequences of the French Revolution about the slogan: Liberty, Equality and Fraternity. Thereafter, they present their findings to the class followed by question and answers.</li> <li>- The learners form groups to discuss and debate about the rise of Napoleon, his performance and the decline. Later, they write an essay.</li> </ul>

<p>Congress system from 1814-1825</p> <ul style="list-style-type: none"> <li>- Explain the factors for the rise and downfall of the Austrian Empire and Prince Metternich.</li> <li>- Describe the causes and the consequences of 1830 European Revolutions.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse the terms, forms, reasons for the convention, achievements and the failures of the Congress system in order to know its performance.</li> <li>- Evaluate the factors for the rise and the downfall of the Austrian Empire and Prince Metternich, and compare him with the French leaders.</li> <li>- Examine the causes and the consequences of 1830 European Revolutions and interpret the role of nationalism in Europe.</li> </ul>	<p>diplomacy.</p> <ul style="list-style-type: none"> <li>- Be aware of the factors for the rise and the downfall of the Austrian Empire and Prince Metternich in order to avoid the separation of powers.</li> <li>- Recognise the causes and the consequences of 1830 European Revolutions in order to understand the benefits of self-rule. This develops the spirit of national unity and independence.</li> </ul>	<p>achievements and the failures of the Congress system.</p> <ul style="list-style-type: none"> <li>- Factors for the rise and downfall of the Austrian Empire.</li> <li>- Prince Metternich.</li> <li>- Causes and the consequences of 1830 European Revolutions.</li> </ul>	<ul style="list-style-type: none"> <li>- The learners read a range of materials e.g. textbooks, use internet to discover the terms, forms, reasons for the convention, achievements and their failures of the Congress system. Then, they summarise their points.</li> <li>- The learners form groups and discuss about the rise and the downfall of the Austrian Empire and Prince Metternich; causes and consequences of 1830 European Revolutions. The learners present their findings followed by questions and answers.</li> </ul>
<p><b>Links to other subjects:</b> <i>Wars and conflicts in General Studies and physical divisions in Geography.</i></p>				
<p><b>Assessment criteria:</b> <i>The learners are able to evaluate and make a judgment on the major events that took place in Europe from 1789 to 1833, their causes, course and the effects.</i></p>				
<p><b>Materials:</b> <i>Books, internet, media, charts, films, atlas, wall map, pictures and photographs etc.</i></p>				

<b>TOPIC AREA: CITIZENSHIP</b>		<b>SUB-TOPIC AREA: HUMAN RIGHTS, DUTIES AND OBLIGATIONS</b>		
<b>S.4 HISTORY</b>		<b>Unit 9: Human Rights codification and its impact</b>		<b>No. of periods: 10</b>
<b>Key unit competency:</b> The learner should be able to explain how the Human Rights have been codified since second World War and the impact this has had in Rwanda and the other countries.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Describe how the Human Rights have been codified since WW2.</li> <li>- Explain how the Rwandan constitution respects the Human Rights.</li> </ul>	<ul style="list-style-type: none"> <li>- Examine the key instruments in which the human rights were codified since WW2, and how it has affected Rwanda and the World</li> <li>- Analyse the provision of the human rights in Rwandan constitution and how they are respected.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the importance of the human rights codification.</li> <li>- Recognise the levels and organs at which the human rights are provided in the Rwandan constitution.</li> </ul>	<ul style="list-style-type: none"> <li>- Human Rights codification since WW2 in Rwanda and in the other countries.</li> <li>- Rwandan constitution in respect of the Human Rights</li> </ul>	<ul style="list-style-type: none"> <li>- The learners use relevant text books to get the information about the human rights codification and Rwandan constitution. Afterwards, write an essay: why did the Human Rights become important after World War II?</li> <li>- The learners make group discussions and debate about the human rights codification and its impact on the Rwandan constitution. Thereafter, they present their findings followed by question and answers.</li> </ul>
<b>Links to other subjects:</b> <i>Human Rights, Genocides, Holocaust in General Studies and Communication Skills.</i>				
<b>Assessment criteria:</b> <i>The learners are able to explore how the Human Rights have been codified since WW2, and its impact in Rwanda and the other countries.</i>				
<b>Materials:</b> <i>Books, internet, poems, media, stories, songs, tactile materials, jaws software, talking globes, tactile maps, braille materials and sign language charts.</i>				

<b>TOPIC AREA: SOCIETY</b>		<b>SUB-TOPIC AREA: CONFLICT TRANSFORMATION</b>		
<b>S4. HISTORY</b>		<b>Unit 10: National cohesion, identities and the respect of Human Rights</b>		<b>No. of periods: 12</b>
<b>Key unit competency:</b> The learner should be able to survey the factors affecting the national cohesion, identities in terms of Culture, History and the economic activities, and respect of the Human Rights.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Explain the concepts of the national cohesion, identity and the culture.</li> <li>- Explain the factors of the national cohesion and identities.</li> <li>- Describe how the national cohesion, identity and the culture have influenced the respect of Human Rights.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse the concepts of the national cohesion, identity and the culture, and relate it to the Rwandan situation.</li> <li>- Assess how the national cohesion, identity, culture and the human activities have influenced the respect of Human Rights in Rwanda.</li> <li>- Examine the factors of national cohesion and identities in order to interpret its impact on the society.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the concepts of national cohesion, identity and culture and show their contributions towards respect and tolerance.</li> <li>- Appreciate how the national cohesion, identity and the culture have influenced the respect of Human Rights in Rwanda.</li> <li>- Recognise the factors of national cohesion and identities with reference to Rwanda.</li> </ul>	<ul style="list-style-type: none"> <li>- Concepts of national cohesion, identity and culture.</li> <li>- Factors of national cohesion and identities.</li> <li>- How national cohesion, identity and culture have influenced the respect of Human rights</li> </ul>	<ul style="list-style-type: none"> <li>- The learners form group discussions and debate about how the national cohesion and identities have influenced the respect of human rights in Rwanda. Later, they present their findings followed by questions and answers.</li> <li>- The learners form groups and do research on the factors of national cohesion and identities. Thereafter, write an essay on the importance of Human Rights.</li> </ul>
<b>Links to other subjects:</b> <i>Human rights in General Studies and Communication Skills and economic activities in Economics.</i>				
<b>Assessment criteria:</b> <i>The learners are able to survey the factors of the national cohesion and identities in terms of culture, history and economic activities and respect of Human Rights.</i>				
<b>Materials:</b> <i>Books, internet, media (videos, relevant newspapers), braille materials, sign language charts.</i>				

<b>TOPIC AREA: SOCIETY</b>		<b>SUB-TOPIC AREA: CONFLICT TRANSFORMATION</b>		
<b>S4. HISTORY</b>		<b>Unit 11: Role of Gacaca and Abunzi in conflict solving</b>		<b>No. of periods: 12</b>
<b>Key unit competency:</b> The learner should be able to examine the role of Abunzi and Gacaca jurisdictions in solving the conflicts in the Rwandan society.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Explain the concepts of Abunzi and Gacaca and their roles in the conflict transformation.</li> <li>- Describe the structure of Abunzi and Gacaca</li> <li>- Explain the problems and solutions during the operations of Abunzi and Gacaca.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate the role of Abunzi and Gacaca in the conflict resolution</li> <li>- Analyse the organisational structure of Abunzi and Gacaca</li> <li>- Discuss the problems and solutions during the operations of Abunzi and Gacaca.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the roles of Abunzi and Gacaca in the conflict transformation.</li> <li>- Acknowledge the structure of Abunzi and Gacaca, since it improves the spirit of love and unity.</li> <li>- Recognise the problems and solutions during the operations of Abunzi and Gacaca.</li> </ul>	<ul style="list-style-type: none"> <li>- The roles of Abunzi and Gacaca in conflict solving and reconciliation.</li> <li>- The structure of Abunzi and Gacaca.</li> <li>- Problems faced during the operations of Abunzi and Gacaca.</li> <li>- Solutions to the faced problems.</li> </ul>	<ul style="list-style-type: none"> <li>- The learners do research using internet and reading range of materials on the origin of the Abunzi and Gacaca jurisdictions in respect to their meanings. Later, they present their findings in the class followed by a short questions and answers.</li> <li>- The learners form groups to discuss and debate about the structure and the roles of Gacaca and Abunzi jurisdictions in conflict solving and reconciliation in Rwanda. Thereafter, they write short notes down.</li> <li>- A role-play attempting to solve dispute between the two learners in the classroom using Abunzi. Thereafter, write an essay on how it is effective.</li> </ul>
<b>Links to other subjects:</b> <i>Human rights in General Studies and Communication Skills and economic activities in Economics.</i>				
<b>Assessment criteria:</b> <i>The learners are able to examine the role of Abunzi and Gacaca jurisdictions in solving the home based conflicts in order to bring reconciliation in the Rwandan society.</i>				
<b>Materials:</b> <i>Books, internet, media (videos, relevant newspapers), brailed materials, sign language charts, posters.</i>				

<b>TOPIC AREA: SOCIETY</b>		<b>SUB-TOPIC AREA: DIGNITY AND SELF-RELIANCE</b>		
<b>S4. HISTORY</b>		<b>Unit 12: Various forms of interdependence</b>	<b>No. of periods: 10</b>	
<b>Key unit competency:</b> The learner should be able to analyse the causes and the effects of the various forms of interdependence.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Explain the concept of interdependence.</li> <li>- Identify different forms of interdependence.</li> <li>- Identify the causes and the effects of interdependence.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the concept of interdependence in order to show its importance in reference to the ancient and modern Rwandan society.</li> <li>- Evaluate the different forms of interdependence by showing their advantages and disadvantages.</li> <li>- Analyse the causes and the effects of interdependence at the national and international levels.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise the concept of interdependence and advocate for its importance in the modern Rwandan society as a way of developing the sense of self-reliance.</li> <li>- Acknowledge the different forms of interdependence by showing its contribution towards the development of the society.</li> <li>- Appreciate the causes and balance the effects of interdependence.</li> </ul>	<ul style="list-style-type: none"> <li>- Concept of interdependence</li> <li>- Different forms of interdependence</li> <li>- Causes and the effects of interdependence</li> </ul>	<ul style="list-style-type: none"> <li>- The learners do research by reading a range of textbooks and other materials to get information about the forms of interdependence. Later, they present their findings and make a short comparison between the ancient and the modern forms of interdependence.</li> <li>- The learners form groups to discuss and debate about the causes and the effects of interdependence. Thereafter, make a judgement about the importance of the forms of interdependence.</li> </ul>
<b>Links to other subjects:</b> <i>Structure of Rwanda's economy in Economics, global communication and inter dependence in General Studies and Communication Skills.</i>				
<b>Assessment criteria:</b> <i>The learners are able to analyse the causes and the effects of various forms of interdependence and their impact on the Rwandan society.</i>				
<b>Materials:</b> <i>Books, internet, media (videos, relevant newspapers), brailled materials, sign language charts, posters.</i>				



### **5.3. History Syllabus for Senior five**

#### **5.3.1. Key Competencies for Senior five**

At the end of Senior 5, a learner will be able to:

- Explain the major changes that took place in Rwanda during the first and second republics.
- Evaluate different forms of genocides ideology and how the genocide has been denied in Rwanda and in other societies.
- Assess the impact of colonial in Africa by giving concrete examples from the great lakes region.
- Examine the origin, causes and the consequences of the major European events that occurred from 1836 to 1878.
- Evaluate the roles of the national duties, national and international judicial systems in nation building.
- Discuss the concepts of dignity and self-reliance in reference to Rwanda.

### 5.3.2. History units for Senior five

<b>TOPIC AREA: HISTORY OF RWANDA</b>		<b>SUB-TOPIC AREA: HISTORY OF ANCIENT, COLONIAL AND POST-COLONIAL RWANDA</b>		
<b>S.5. HISTORY</b>		<b>Unit 1: First and the Second Republics of Rwanda</b>		<b>No. of periods: 12</b>
<b>Key unit competency:</b> The learner should be able to examine the achievements and the failures of the First and the Second Republics of Rwanda.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Explain the achievements and the failures of the 1<sup>st</sup> and 2<sup>nd</sup> Republics of Rwanda.</li> <li>- Identify the factors that led to the downfall of 1<sup>st</sup> and 2<sup>nd</sup> Republics of Rwanda.</li> </ul>	<ul style="list-style-type: none"> <li>- Judge the achievements and the failures of the two Republics, by comparing the two regimes.</li> <li>- Assess the factors for the decline of the two Republics of Rwanda by sharing the blame.</li> </ul>	<ul style="list-style-type: none"> <li>- Balance the achievements and the failures of the two Republics of Rwanda in order to develop the spirit of a good governance, and respect of the citizens in order to develop the spirit of nationalism.</li> <li>- Appreciate the factors for the disintegration of the 1<sup>st</sup> and 2<sup>nd</sup> Republics of Rwanda, and learn lessons from bad leadership.</li> </ul>	<ul style="list-style-type: none"> <li>- Achievements and failures of the 1<sup>st</sup> and 2<sup>nd</sup> Republics of Rwanda.</li> <li>- Factors for the downfall of the two Republics of Rwanda.</li> </ul>	<ul style="list-style-type: none"> <li>- The learners read a range of materials and use internet, media etc. to research on the achievements and the failures of the 1<sup>st</sup> and the 2<sup>nd</sup> Republics. Present findings as an essay.</li> <li>- The learners form group discussions to debate about the downfall of the 1<sup>st</sup> and 2<sup>nd</sup> Republics. Later, they present their findings followed by questions and answers.</li> <li>- The learners make a judgment between the achievements and the failures of the 1<sup>st</sup> and 2<sup>nd</sup> Republics.</li> </ul>
<b>Links to other subjects:</b> <i>Conflicts and wars in General Studies and Communication Skills.</i>				
<b>Assessment criteria:</b> <i>The learners are able to examine the achievements, failures and decline of the 1<sup>st</sup> and the 2<sup>nd</sup> Republics of Rwanda.</i>				
<b>Materials:</b> <i>Books, internet, poems, press media, songs, tactile materials, jaws software, talking globes, tactile maps, braille materials and sign language charts.</i>				

<b>TOPIC AREA: HISTORY OF RWANDA</b>		<b>SUB-TOPIC AREA: HISTORY OF GENOCIDE</b>		
<b>S.5 .HISTORY</b>		<b>Unit 2: Genocide denial and ideology in Rwanda and abroad</b>		<b>No. of periods: 14</b>
<b>Key unit competency:</b> The learner should be able to analyse different forms of genocide denial and ideology in Rwanda and abroad.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Identify different genocide ideology.</li> <li>- Describe how the genocide has been denied in Rwanda and in other societies.</li> <li>- Identify different channels of genocide denial.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse the components of the genocide ideology developed in the Rwandan society.</li> <li>- Explain the different forms of genocide denial and its manifestation in the Rwandan society and abroad.</li> <li>- Analyse the different channels of genocide denial and their content</li> <li>- Suggest ways of fighting against the different forms and channels of genocide denial and ideology.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the destructiveness of the three compared genocides studied, in order to develop the spirit of love.</li> <li>- Show interest in expanding their knowledge on the genocide.</li> </ul>	<ul style="list-style-type: none"> <li>- Forms of genocide denial and ideology.</li> <li>- Channels of genocide denial and ideology/ content.</li> </ul>	<ul style="list-style-type: none"> <li>- The learners use a range of resources including the textbooks, and use internet media, films, etc.to examine the forms of genocide ideology and denial. Thereafter, they write an essay.</li> <li>- The learners form discussion groups to debate about the genocide denial, ideology and the channels of genocide denial. Later, they make presentations in the class followed by questions and answers like: Is it important to denial genocide?</li> </ul>
<b>Links to other subjects:</b> <i>Conflict transformation in General Studies and Communication Skills, composition and comprehension in Languages and demography in human Geography.</i>				
<b>Assessment criteria:</b> <i>The learners are able to compare the different forms of genocide denial and ideology in Rwanda and abroad.</i>				
<b>Materials:</b> <i>Textbooks, internet, poems, press media, songs, tactile materials, jaws software, talking globes, tactile maps, braille materials and sign language charts.</i>				

<b>TOPIC AREA: HISTORY OF AFRICA</b>		<b>SUB-TOPIC AREA: HISTORY OF ANCIENT AFRICA</b>		
<b>S.5 HISTORY</b>		<b>Unit 3: Origin of Islam and its impact in West Africa</b>		<b>No. of periods: 20</b>
<b>Key unit competency:</b> The learner should be able to explain the origin of Islam, its role in the expansion of West African empires and its impact.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Explain the origin of Islam and the role it played during the expansion of the West African empires.</li> <li>- Describe how the Islamic civilisation spread in Africa.</li> <li>- Identify the causes and the consequences of Jihads movements in Western Sudan and now.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the origin and the role of Islam in the expansion of the various empires of West Africa, in order to understand the culture of Islam.</li> <li>- Explain how Islam civilisation spread in Africa and balanced its consequences.</li> <li>- Assess the causes and the consequences of</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise the origin and the role of Islam in the expansion of the various empires in West Africa in order to develop the respect of the religions in the society.</li> <li>- Acknowledge how Islam spread and affected the Sub Saharan Africa. This will develop the spirit of acceptance and tolerance.</li> <li>- Acknowledge the causes and the consequence of Jihad movements and</li> </ul>	<ul style="list-style-type: none"> <li>- Origin of Islam.</li> <li>- Role of Islam in the expansion of the empires of West Africa.</li> <li>- Spread of Islamic civilisation and its effects.</li> <li>- Causes and the consequences of the Jihad movement.</li> </ul>	<ul style="list-style-type: none"> <li>- The learners read a range of textbooks, use internet to get information about the origin and expansion of Islam. Later, they write an essay.</li> <li>- In group discussions, the learner debate on how Islam spread in Sub Saharan Africa and its impact. Thereafter, make presentations.</li> <li>- The learners form two groups, one to discuss and debate about the causes and another to deal with the effects. Then, present their findings in the class, how important was Islam in the expansion in West Africa Empires.</li> <li>- Compare the Jihads movements in West Africa and the Islamic States today.</li> </ul>

	the Jihad movements in Africa by analysing the roles of the great leaders.	develop the spirit of respecting the culture,		
<b>Links to other subjects:</b> <i>Demography, migration in Geography, wars and conflicts in General Studies and Communication Skills and commercial relations in Economics.</i>				
<b>Assessment criteria:</b> <i>The learners are able to explain the origin of Islam, its role in the expansion of the empires, how it spread, its impact and the jihad movements.</i>				
<b>Materials:</b> <i>Books, internet, poems, press media, songs, tactile materials, jaws software, talking globes, tactile maps, braille materials and sign language charts etc.</i>				

<b>TOPIC AREA: HISTORY OF AFRICA</b>		<b>SUB-TOPIC AREA: EUROPEAN EXPLORATION AND COLONISATION OF AFRICA</b>		
<b>S5 HISTORY</b>		<b>Unit 4: European domination and the exploitation of Africa in the 19<sup>th</sup> century</b>		<b>No. of periods: 22</b>
<b>Key unit competency:</b> The learner should be able to describe the European domination, exploitation in Africa and its consequences in the 19 <sup>th</sup> century.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Identify different ways of domination used by the different European countries in Africa in the 19<sup>th</sup> Century.</li> <li>- Explain the methods of the African exploitation by the colonialists.</li> <li>- Identify the consequences of the European domination and the exploitation of Africa.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse the different means of the European political, social and economic domination in the 19<sup>th</sup> Century.</li> <li>- Assess the methods used by the Europeans in the exploitation of Africa.</li> <li>- Discuss the consequences of the European domination and exploitation.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate the different means used by the Europeans in domination of Africa and indicate how it gave rise to the African nationalists.</li> <li>- Evaluate the methods used in the exploitation of Africa, showing its impact.</li> <li>- Balance the consequences of the European domination and the exploitation of Africa in the 19<sup>th</sup> Century.</li> </ul>	<ul style="list-style-type: none"> <li>- European domination in the 19<sup>th</sup> Century</li> <li>- Methods of the African exploitation.</li> <li>- Consequences of the European domination and the exploitation of Africa in the 19<sup>th</sup> Century.</li> </ul>	<ul style="list-style-type: none"> <li>- The learners form group discussions and debate about how the Europeans dominated and exploited Africa in the 19<sup>th</sup> Century. Why did the Europeans exploit Africa and how? Thereafter, they present their findings in the class followed by questions and answers.</li> <li>- The learners form two groups, one to research on the methods the Europeans used to exploit Africa and the other one to deal with the consequences for the Europeans and the Africans. Later, they write an essay.</li> </ul>

				- Make a judgment about the impact of the European exploitation.
<b>Links to other subjects:</b> <i>Demography, migration in Geography, wars and conflicts in General Studies and Communication Skills and colonial economy in Economics.</i>				
<b>Assessment criteria:</b> <i>The learners are able to describe and make a judgement on the European domination, exploitation in Africa and its consequences in the 19<sup>th</sup> Century.</i>				
<b>Materials:</b> <i>Books, internet, poems, media, testimonies from the elders films, atlas, globe, wall map, pictures and photographs, tactile materials, jaws software, talking globes, tactile maps, braille materials and sign language charts, etc.</i>				

<b>TOPIC AREA: HISTORY OF AFRICA</b>		<b>SUB-TOPIC AREA: COLONIAL ADMINISTRATIVE POLICIES AND DE-COLONISATION</b>		
<b>S.5. HISTORY</b>		<b>Unit 5: Impact of the colonial rule on the African societies</b>		<b>No. of periods: 18</b>
<b>Key unit competency:</b> The learner should be able to assess the political, economic and social transformations brought by the colonial rule in Africa.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Identify the activities of the colonialists in Africa.</li> <li>- Explain the political, economic and social changes of the colonial rule in Africa.</li> </ul>	<ul style="list-style-type: none"> <li>- Examine the main activities of the different colonialists in order to know their performance.</li> <li>- Discuss the political, economic and social effects of the colonial rule in Africa, so as to realise the means of exploitation.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the major activities of the colonialists in the different African societies; the learners will develop the spirit of tolerance, respect and justice.</li> <li>- Recognise the impact of the colonial rule in Africa; the learners will develop the value of discernment and a sense of making up their own minds.</li> </ul>	<ul style="list-style-type: none"> <li>- Colonial activities in Africa.</li> <li>- Impact of the colonial rule in Africa.</li> </ul>	<ul style="list-style-type: none"> <li>- The learners do research on the activities of the colonialists in Africa by reading a range of materials including textbooks and use internet to get key information about the colonial activities in Africa. Later, they make a table comparing the activities of the colonial powers</li> <li>- The learners form groups to discuss and debate about the impact of the colonial rule in Africa. Thereafter, they make presentations in the class with the title like: Colonialism is good for Africa?</li> </ul>
<b>Links to other subjects:</b> <i>Wars and conflict in General Studies and Communication Skills, migration in Geography and, the colonial economies in Economics.</i>				
<b>Assessment criteria:</b> <i>The learners are able to examine the different impacts of the colonial rule on the political, economic and social front on the African societies.</i>				
<b>Materials:</b> <i>Textbooks, internet, poems, media, testimonies from the elders films, atlas, globe, wall map, pictures and photographs, tactile materials, jaws software, talking globes, tactile maps, braille materials and sign language charts, etc.</i>				



<b>TOPIC AREA: WORLD HISTORY</b>		<b>SUB-TOPIC AREA: GREAT REVOLUTIONS AND WORLD WARS</b>		
<b>S.5. HISTORY</b>		<b>Unit 6: Major European events from 1836 to 1878</b>		<b>No. of periods: 90</b>
<b>Key unit competency:</b> The learner should be able to evaluate the major events that took place in Europe from 1836 to 1878; their causes, course and the effects.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Explain the features, causes and the effects of the 1848 European Revolutions.</li> <li>- Identify the reasons for the success and the failure of the 1848 European Revolutions.</li> <li>- Explain the reasons why the 1848 European Revolutions did not take place in some of the countries of Europe.</li> <li>- Explain the background, factors</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the features, causes and the effects of the 1848 European Revolutions in reference to the spirit of nationalism in Europe where they occurred.</li> <li>- Examine the reasons for the success and the failure of the 1848 European revolutions by giving examples.</li> <li>- Examine the reasons why the 1848 European Revolutions did not take place in some of the countries e.g. Switzerland.</li> <li>- Discuss the background,</li> </ul>	<ul style="list-style-type: none"> <li>- Acknowledge the features, causes and the effects of the 1848 European Revolutions.</li> <li>- Appreciate the reasons for the success and the failure of the 1848 European Revolutions.</li> <li>- Acknowledge the reasons why the 1848 European Revolutions did not take place in some of the countries.</li> <li>- Recognise the</li> </ul>	<ul style="list-style-type: none"> <li>- Features, causes and the effects of the 1848 European Revolutions.</li> <li>- Reasons for the success and failure of the 1848 European Revolutions.</li> <li>- Reasons why the 1848 European Revolutions did not take place in some of the countries.</li> <li>- Background of the Italian unification,</li> <li>- Factors that delayed the Italian unification,</li> <li>- Factors that enabled the unification of Italy and the process.</li> <li>- Roles played by the</li> </ul>	<ul style="list-style-type: none"> <li>- The learners read the textbooks and other materials to get the information about the conditions in Europe. Thereafter, they write an essay on how successful the 1848 Revolutions were.</li> <li>- The learners form groups to discuss and debate about the causes and the effects of the 1848 European Revolutions and why they did not occur in some of the countries. Thereafter, they make presentations in the class.</li> <li>- The learners form two groups, one to research on</li> </ul>

<p>for the delay, factors that facilitated the Italian unification and the process of unification.</p> <ul style="list-style-type: none"> <li>- Explain roles played by the different nationalists (Cavour, Garibaldi, and Mazzini) in the process of the Italian unification.</li> <li>- Explain the origin, factors for the rise and decline of the German Empire and of Bismarck.</li> <li>- Identify the factors that delayed the German unification and those that enabled. .</li> <li>- Describe the role played by Otto Von Bismarck during the unification of Germany.</li> </ul>	<p>factors for the delay, factors that facilitated the Italian unification and the process of the unification so as to determine its significance in Europe.</p> <ul style="list-style-type: none"> <li>- Examine the roles played by the different nationalists, as this improves the spirit of respect and patriotism.</li> <li>- Discuss the origin, factors for the rise and decline of the German Empire and of Bismarck, and show that personality and love develops in the society.</li> <li>- Discuss the factors that delayed the German unification and those that enabled by showing the weaknesses of the Germans. This develops the culture of unity and love.</li> <li>- Examine the role played by Otto Von Bismarck during the unification of Germany.</li> </ul>	<p>background, factors for the delay, factors that facilitated the Italian unification and the process of unification.</p> <ul style="list-style-type: none"> <li>- Appreciate the roles played by the different nationalists.</li> <li>- Be aware of the origin, factors for the rise and decline of the German Empire and of Bismarck.</li> <li>- Acknowledge the factors that delayed the German unification and those that enabled.</li> <li>- Recognise the role played by Otto Von Bismarck during the unification of Germany, so as to develop the sense of patriotism.</li> </ul>	<p>different nationalists (Cavour, Garibaldi, Mazzini) in the process of the Italian unification</p> <ul style="list-style-type: none"> <li>- Factors for the rise and the decline of the German Empire and of Bismarck.</li> <li>- Factors that delayed the German unification and those that enabled its unification.</li> <li>- Roles played by Otto Von Bismarck during the unification of Germany.</li> <li>- German unification: causes, course and the effects of the major events of the Eastern Question (Greek war of independence 1821-1832, Syrian Question 1832-1841, Crimean War 1854-1856, Bulgarian affairs 1850-1875 and the Berlin Congress 1878-1879).</li> </ul>	<p>the factors that delayed the unification of Italy and another to deal with the factors that facilitated the Italian unification. Later, they make presentations in the class followed by questions and answers</p> <ul style="list-style-type: none"> <li>- The learners read a range of materials e.g. textbooks to discover the roles played by the different nationalists (Cavour, Garibaldi, Mazzini) in the process of the Italian unification. Then, they write an essay on which one is important.</li> <li>- The learners do research on the German Empire and its unification by reading a range of materials e.g. textbooks and then, write an essay, one focused on Bismarck.</li> <li>- The learners form two groups, one to debate and discuss about the causes and course and another to deal with the effects of the major events of the Eastern Question. Later, they write</li> </ul>
---	---	---	--	---

<p>- Explain the causes, course and the effects of the major events of the Eastern Question.</p>	<p>- Evaluate the causes, course and the effects of the major events of the Eastern Question.</p>	<p>- Appreciate the causes, course and the effects of the major events of the Eastern Question. This develops the spirit of love, respect and self-reliance.</p>		<p>an essay on the decline of the Ottoman Empire.</p>
<p><b>Links to other subjects:</b> <i>Wars and conflicts in General Studies and Communication Skills and physical divisions in Geography.</i></p>				
<p><b>Assessment criteria:</b> <i>The learners are able_ to evaluate the major events that took place in Europe from 1836 and 1878, their causes, course and the effects.</i></p>				
<p><b>Materials:</b> <i>Books, internet, media, letters, testimonies from the elders, charts, films, atlas, wall map, pictures and photographs, braille materials, sign language charts, talking globes and tactile maps etc.</i></p>				

<b>TOPIC AREA: SOCIETY</b>		<b>SUB-TOPIC AREA: HUMAN RIGHTS, DUTIES AND OBLIGATIONS</b>		
<b>S.5 HISTORY</b>		<b>Unit 7: The national duties and obligations</b>	<b>No. of periods: 32</b>	
<b>Key unit competency:</b> The learner should be able to analyse the national duties and obligations.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Describe the background of the national duties and obligations (Itorero, Community policing, Imihigo, Umuganda).</li> <li>- Explain the structure of the national duties and obligations (Itorero, Community policing, Umuganda) in the nation building.</li> <li>- Identify the role played by Itorero, Community policing, Imihigo and Umuganda in the development of the country.</li> <li>- Identify the contributions of the Rwandan citizens and non citizens towards Itorero, Community policing, Imihigo and Umuganda.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse the background of the national duties and obligations (Itorero, Community policing, Imihigo, Umuganda) by interpreting the related institutions.</li> <li>- Describe the structure of the national duties and obligations so as to show its contribution in the nation building.</li> <li>- Examine the role played by Itorero, Community policing, Imihigo and Umuganda towards the development of the country since their commencement.</li> </ul>	<ul style="list-style-type: none"> <li>- Acknowledge the importance of the national duties and obligations. This develops the spirit of hard work and self-reliance.</li> <li>- Recognise the background and the structure of the national duties and obligations, so as develops a spirit of national independence.</li> <li>- Appreciate and adopt the implications of the national duties and obligations in order to show love to one's nation.</li> </ul>	<ul style="list-style-type: none"> <li>- The background of the national duties and obligations.</li> <li>- The structure of the national duties and obligations.</li> <li>- The role played by the national duties and obligations in the development of the country.</li> <li>- The contribution of the Rwandan citizens and non citizens towards the national duties and obligations (Itorero, Community</li> </ul>	<ul style="list-style-type: none"> <li>- The learners read relevant materials and use internet to research on the background, structure and the contributions of the national duties and obligations. Thereafter, they make a presentation in the class followed by questions and answers.</li> <li>- The learners form groups to debate and discuss about the challenges faced during the implementation of</li> </ul>

<p>- Explain the challenges faced during the implementation of the national duties and obligations.</p>	<p>- Evaluate the challenges faced during the implementation of the national duties and obligations and how they can be sowed / reduced.</p>	<p>- Balance the contributions and challenges of the national duties and obligations.</p>	<p>policing, Imihigo and Umuganda). - The challenges faced during the implementation of the national duties and obligations.</p>	<p>the national duties and obligations. Then, they present the results in class.</p>
<p><b>Links to other subjects:</b> <i>Conflicts in General Studies and Communication Skills.</i></p>				
<p><b>Assessment criteria:</b> <i>The learners are able to analyse the national duties and obligations to understand their significance.</i></p>				
<p><b>Materials:</b> <i>Books, internet, poems, media, stories, songs, tactile materials, jaws software, talking globes, tactile maps, braille materials and sign language charts.</i></p>				

<b>TOPIC AREA: SOCIETY</b>		<b>SUB-TOPIC AREA: DEMOCRACY AND JUSTICE</b>		
<b>S.5 HISTORY</b>		<b>Unit 8: National and international judicial systems and instruments</b>		<b>No. of periods: 20</b>
<b>Key unit competency:</b> The learner should be able to analyse the national, international judicial systems and instruments, and how the justice has been delayed and denied in the Rwandan society.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Explain the concepts of the judicial systems and instruments.</li> <li>- Identify the national and international judicial systems and instruments.</li> <li>- Describe the structure and organisation of the national and international judicial systems and instruments.</li> <li>- Describe the ways in which the justice has been denied and delayed in Rwanda and other societies.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the concepts of the judicial systems and instruments.</li> <li>- Interpret the national and international judicial systems and instruments</li> <li>- Evaluate the structure and organisation of the national and international judicial systems and instruments and show their significance.</li> <li>- Analyse the ways in which the justice has been denied and delayed in Rwanda and other societies, so as to determine the</li> </ul>	<ul style="list-style-type: none"> <li>- Balance the national and international judicial systems and instruments as this develops the sense of good governance.</li> <li>- Recognise the structure and organisation of the national and international judicial systems and instruments.</li> <li>- Appreciate the different ways in which the justice in Rwanda has been delayed and</li> </ul>	<ul style="list-style-type: none"> <li>- Concepts of the judicial systems and instruments.</li> <li>- National and international judicial systems and instruments.</li> <li>- Structure and organisation of the national and international judicial systems and instruments.</li> <li>- Different ways in which the justice in Rwanda has</li> </ul>	<ul style="list-style-type: none"> <li>- The learners use and read a range of relevant textbooks to get information about the international judicial systems and instruments, and how effective they are. Later, they make a class debate.</li> <li>- The learners read relevant textbooks and use internet browser to get the information about the national judicial systems and instruments on how they work. Later, they present their findings in the class followed by questions and answers.</li> <li>- The learners form group discussions and debate about how the justice has been delayed and denied in the Rwandan</li> </ul>

	performance of the justice department.	denied.	been delayed and denied.	society. Then, they write an essay.
<b>Links to other subjects:</b> <i>Justice and democracy in General Studies and Communication Skills.</i>				
<b>Assessment criteria:</b> <i>The learners are able to analyse the national and international judicial systems and instruments, and how the justice has been delayed and denied in the Rwandan society.</i>				
<b>Materials:</b> <i>Books, internet, poems, media, stories, songs, tactile materials, jaws software, talking globes, tactile maps, braille materials and sign language charts.</i>				

TOPIC AREA: SOCIETY		SUB-TOPIC AREA: DIGNITY AND SELF-RELIANCE		
S5 HISTORY		Unit 9: Dignity and self-reliance		No. of periods: 24
<b>Key unit competency:</b> The learner should be able to identify the lessons that can be learnt from the successful self –reliance policies of the African leaders.				
Learning Objectives			Content	Learning Activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> <li>- Identify the examples of the African leaders whose self – reliance policies were introduced e.g. Mutara III Rudahigwa of Rwanda, Louis Rwagasore of Burundi, Jomo Kenyatta of Kenya, Milton Obote of Uganda, Julius Nyerere of Tanzania, Patrice Lumumba of Congo, Kenneth Kaunda of Zambia, Madiba Nelson Mandela of South Africa, Kwame Nkrumah of Ghana.</li> <li>- Explain the factors for the success of the self-reliance policies of some of the African leaders.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate the African leaders whose self – reliance policies succeeded.</li> <li>- Discuss the factors for the success of self-reliance policies of some of the African leaders and indicate their</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise the African leaders whose self – reliance policies succeeded, as this develops the spirit of working hard in respect to the self-rule and nationalism.</li> <li>- Acknowledge the factors for the success of self-reliance policies of some of the African leaders.</li> </ul>	<ul style="list-style-type: none"> <li>- Examples of the African leaders whose self –reliance policies succeeded e.g. Mutara III Rudahigwa of Rwanda, Louis Rwagasore of Burundi, Jomo Kenyatta of Kenya, Milton Obote of Uganda, Julius Nyerere of Tanzania, Patrice Lumumba of Congo, Kenneth Kaunda of Zambia, Nelson Mandela of South Africa, Kwame Nkrumah of Ghana.</li> </ul>	<ul style="list-style-type: none"> <li>- The learners do research on the African leaders whose self –reliance policies succeeded. Later, they present their findings in the class.</li> <li>- The learners form groups to discuss and debate about the factors for the success of self-reliance policies of some African leaders. Thereafter, they write an essay about one particular self-reliance policy they think was successful.</li> <li>- Guided learners’ research on the lessons that can be learnt from the successful</li> </ul>



<ul style="list-style-type: none"> <li>- Identify the lessons that can be learnt from the successful self-reliance policies of the African leaders.</li> </ul>	<p>roles in the development of Africa.</p> <ul style="list-style-type: none"> <li>- Examine the lessons that can be learnt from the successful self-reliance policies of the African leaders that we can follow as examples.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the lessons that can be learnt from the successful self-reliance policies of the African leaders.</li> </ul>	<ul style="list-style-type: none"> <li>- Factors for the success of self-reliance policies of some of the African leaders.</li> <li>- Lessons learnt from the successful self-reliance policies of the African leaders.</li> </ul>	<p>self-reliance policies of the African leaders. Then, summarise their findings and note down their priorities.</p>
<p><b>Links to other subjects:</b> <i>Nationalism in General Studies and Communication Skills.</i></p>				
<p><b>Assessment criteria:</b> <i>The learners are able to identify the lessons that can be learnt from the successful self-reliance policies of the African leaders.</i></p>				
<p><b>Materials:</b> <i>Books, internet, media (videos, relevant newspapers), posters, poems, stories, songs, tactile materials, jaws software, talking globes, tactile maps, braille materials and sign language charts.</i></p>				

## **5.4. History syllabus for Senior six**

### **5.4.1. Key Competencies for Senior six**

At the end of Senior Six, a learner will be able to:

- Assess how the genocide can be prevented in Rwanda and elsewhere in the World.
- Assess the origin, rise, organisation and decline of the different forms of slavery in Africa.
- Examine the causes and the impact of neo colonialism in Africa with special attention to Rwanda.
- Evaluate the major changes /reforms that took place in the Medieval, Age of Enlighten and the modern times.
- Evaluate the types of national service in the nation building.
- Discuss the role of unity and reconciliation in the transformation of the Rwandan society and other societies.
- Describe the concept of dignity, self-reliance and resolution of conflicts in various societies including Rwanda.

#### 5.4.2. History Units for Senior six

<b>TOPIC AREA: HISTORY OF RWANDA</b>		<b>SUB-TOPIC AREA: HISTORY OF ANCIENT, COLONIAL AND POST-COLONIAL RWANDA</b>		
<b>S.6 HISTORY</b>		<b>Unit 1: Post-colonial Rwanda</b>		<b>No. of periods: 20</b>
<b>Key unit competency:</b> The learner should be able to assess the causes, course and the consequences of the Liberation war of 1990-1994; the achievements and the challenges of the government of Rwanda after the 1994 genocide against the Tutsi.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Describe the causes, course and the consequences of the Liberation war of 1990 in Rwanda.</li> <li>- Identify the achievements and the challenges of the Rwandan Government after the 1994 genocide against the Tutsi.</li> </ul>	<ul style="list-style-type: none"> <li>- Assess the causes, course and the effects of the Liberation war of 1990 in Rwanda so as to determine the impact of bad governance on the society.</li> <li>- Analyse the achievements and the challenges of the Rwandan Government after the 1994 genocide against the Tutsi in the political, social and economic spheres of life.</li> </ul>	<ul style="list-style-type: none"> <li>- Acknowledge the causes, course and the effects of the Liberation war of 1990 in Rwanda. This develops the spirit of love and respect.</li> <li>- Recognise the achievements and the challenges of the Rwandan Government after 1994 genocide against the Tutsi.</li> </ul>	<ul style="list-style-type: none"> <li>- Causes, course and the effects of the Liberation war of 1990 in Rwanda.</li> <li>- Achievements and the challenges of the Rwandan Government after 1994 genocide against the Tutsi.</li> </ul>	<ul style="list-style-type: none"> <li>- The learners form three groups for the discussions and debates, the first, on the works and on the causes of the Liberation war; the second on the course of the Liberation war; and the third on the effects of the Liberation war of 1990 in Rwanda. Thereafter, they make a presentation followed by questions and answers.</li> <li>- The learners do research using relevant documents and internet to find about the achievements and the challenges of the Rwandan Government after 1994 genocide against the Tutsi. Thereafter, make a presentation in the class followed by questions and answers.</li> </ul>

**Links to other subjects:** *Conflicts and wars in General Studies and Communication Skills and the regional integration in Economics.*

**Assessment criteria:** *The learners are able to assess the causes, course and the consequences of the Liberation war of 1990-1994; the achievements and challenges of the government of Rwanda after 1994 genocide against the Tutsi.*

**Materials:** *Books, internet, poems, press media, songs, tactile materials, jaws software, talking globes, tactile maps, braille materials and sign language charts, etc.*

<b>TOPIC AREA: HISTORY OF RWANDA</b>		<b>SUB-TOPIC AREA: HISTORY OF GENOCIDE</b>		
<b>S.6 HISTORY</b>		<b>Unit 2: Prevention of Genocide</b>	<b>No. of periods: 22</b>	
<b>Key unit competency:</b> The learner should be able to explain the measures of preventing genocide from happening again in Rwanda and elsewhere.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Explain the measures of preventing genocide from happening where it has not happened and where it has happened.</li> <li>- Identify the challenges encountered in the process of preventing genocide.</li> <li>- Identify the institutions that are responsible for preventing genocide and their respective tasks in that role.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse the different measures of preventing genocide.</li> <li>- Analyse the challenges encountered in the process of preventing genocide.</li> <li>- Suggest the solutions to the challenges faced during the genocide prevention.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the different strategies used to prevent genocide from happening again in Rwanda and elsewhere, since this one develops the culture of love.</li> <li>- Recognise the challenges encountered during the process of preventing genocide. This improves the spirit of respect in Rwanda.</li> <li>- Appreciate the solutions to the challenges faced during the genocide prevention, so as to develop the spirit of love.</li> </ul>	<ul style="list-style-type: none"> <li>- Measures of preventing genocide at primary, secondary and tertiary levels</li> <li>- Challenges faced in the process of preventing genocide.</li> <li>- Solutions to the challenges faced in the process of preventing genocide.</li> </ul>	<ul style="list-style-type: none"> <li>- The learners use internet and read a range of materials including the textbooks in order to understand the different measures of genocide prevention. Thereafter, they write an essay that will be reviewed by the teacher.</li> <li>- The learners form two groups, one to discuss and research on the challenges encountered during the process of preventing genocide and the other to deal with the possible solutions to the challenges. Then, they make presentations in the class followed by questions and answers.</li> </ul>

**Links to other subjects:** *Conflict transformation in General Studies and Communication Skills and demography in Geography*

**Assessment criteria:** *The learners are able to explain the measures of preventing genocide from happening where it has not happened and where it has happened.*

**Materials:** *Textbooks, internet, poems, testimonies, press media, songs, tactile materials, jaws software, talking globes, tactile maps, braille materials and sign language charts.*

TOPIC AREA: HISTORY OF AFRICA		SUB-TOPIC AREA: HISTORY OF ANCIENT AFRICA		
Year group & Subject: S6 History		Unit 3: Forms of slave trade		No. of periods: 34
<b>Key unit competency:</b> The learner should be able to analyse the emergence, organisation and the impact of slave trade in Africa.				
Learning Objectives			Content	Learning Activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> <li>- Describe the different forms of slave trade (Trans-Saharan Trade, Triangular Trade, and Long Distance Trade).</li> <li>- Explain the factors for the emergence of the different forms of slave trade in Africa.</li> <li>- Describe the organisation of the different forms of slave trade.</li> <li>- Explain the consequences and the downfall of the different forms of slave trade in Africa.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate the different forms of slave trade in Africa by showing the magnitude of each trade.</li> <li>- Examine the factors for the emergence of the different forms of slave trade in Africa by categorising them.</li> <li>- Analyse the organisation of the different forms of slave trade in Africa and interpret how they were managed.</li> <li>- Examine the effects and the factors for the decline of the different forms of slave trade in Africa by showing the periods of decline.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise the different forms of slave trade in Africa as this one develops the spirit of love and respect.</li> <li>- Appreciate the factors for the emergence of the different forms of slave trade in Africa. This develops the spirit of nationalism.</li> <li>- Acknowledge the organisation of the different forms of slave trade in Africa with examples.</li> <li>- Balance the consequences of the slave trade in Africa and weigh the positive and the negative effects.</li> </ul>	<ul style="list-style-type: none"> <li>- Forms of slave trade in Africa.</li> <li>- Factors for the emergence of the different forms of slave trade in Africa.</li> <li>- Organisation of the different forms of slave trade in Africa.</li> <li>- Consequences and the downfall of slave trade.</li> </ul>	<ul style="list-style-type: none"> <li>- The learners read a range of materials including the textbooks and research on the emergence and organisation of the different forms of slave trade in Africa. Thereafter, they write an essay on which was the worst slave trade in Africa.</li> <li>- The learners form groups to discuss and debate on the effects and factors for the decline of the different forms of slave trade in Africa. Later, they make presentations in the class followed by</li> </ul>

				questions and answers.
<p><b>Links to other subjects:</b> <i>Demography, migration in Geography, wars and conflict in General Studies and Communication Skills and the commercial relations in Economics and Entrepreneurship</i></p>				
<p><b>Assessment criteria:</b> <i>The learners are able to analyse the emergence, organisation and then impact of slave trade in Africa and make a judgement about how slave trade was severe</i></p>				
<p><b>Materials:</b> <i>Books, internet, poems, press media, songs, tactile materials, jaws software, talking globes, tactile maps, braille materials and sign language charts etc.</i></p>				



<b>TOPIC AREA: HISTORY OF AFRICA</b>		<b>SUB-TOPIC AREA: EUROPEAN EXPLORATION AND COLONISATION OF AFRICA</b>		
<b>S.6 . HISTORY</b>		<b>Unit 4: African nationalism and the acquisition of independence</b>		<b>No. of periods: 24</b>
<b>Key unit competency:</b> The learner should be able to analyse the causes of the African nationalism, the means used to acquire the independence in Africa and its impact on the African societies.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Explain the causes of African nationalism.</li> <li>- Describe the means used by the different African societies to regain independence.</li> <li>- Identify the different steps taken by different societies to regain the independence in Africa. e.g Ghana, South Africa, Democratic Republic of Congo, Kenya, Zambia etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse both, the internal and external causes of African nationalism and their transformations.</li> <li>- Examine the means and mechanisms used by the Africans in the process to regain their independence in a speed up manner.</li> <li>- Assess the steps taken by the Africans to regain their independence from some countries.</li> </ul>	<ul style="list-style-type: none"> <li>- Interpret both the internal and external causes of African nationalism and show how they increased the spirit of self-rule.</li> <li>- Acknowledge the means and mechanisms used by Africans to regain their independence.</li> <li>- Appreciate the steps that were taken by the different African societies to regain independence.</li> </ul>	<ul style="list-style-type: none"> <li>- Causes of African nationalism.</li> <li>- Means used to regain independence in Africa.</li> <li>- The process used in Africa to regain independence</li> </ul>	<ul style="list-style-type: none"> <li>- In groups, the learners use the internet and the library to research on the causes of the African Nationalism, and the roles the different African Nationalists played towards the independence of Africa. They present their findings in the form of power-point presentation in the class. Later, the teacher draws out the major points</li> <li>- The learners form groups to debate and discuss about the process of African Nationalism, in reference to the African Nationalist like Kwame Nkrumah, Nelson Mandela, Patrice Lumumba, etc. Thereafter, they summarise their findings in an essay: who was the most effective African nationalist?</li> </ul>

<p>- Identify the consequences of the African nationalism.</p>	<p>- Examine the consequences of the African nationalism with reference to Zambia and Ghana.</p>	<p>- Balance the consequences of the African nationalism in an attempt to develop the spirit of self-rule.</p>	<p>- Consequences of the African nationalism.</p>	<p>- The learners will be given homework to find the consequences of the African nationalism. Then, the learners present their homework to the class followed by questions and answers.</p>
<p><b>Links to other subjects:</b> <i>Demography, migration in Geography, wars and conflicts in General Studies and Communication Skills and the colonial economy in Economics</i></p>				
<p><b>Assessment criteria:</b> <i>The learners are able to analyse the different causes of African nationalism; the means used to acquire independence in Africa and its impact on the African societies.</i></p>				
<p><b>Materials:</b> <i>Textbooks, internet, poems, media, testimonies from the elders films, atlas, globe, wall map, pictures and photographs, tactile materials, jaws software, talking globes, tactile maps, braille materials and sign language etc.</i></p>				

<b>TOPIC AREA: HISTORY OF AFRICA</b>		<b>SUB-TOPIC AREA: COLONIAL ADMINISTRATIVE POLICIES AND DE-COLONISATION</b>		
<b>S.6 HISTORY</b>		<b>Unit 5: Causes and the impact of neo colonialism</b>		<b>No. of periods: 30</b>
<b>Key unit competency:</b> The learner should be able to examine the causes and the effects of neo colonialism in Africa.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Explain the causes of neo colonialism in Africa.</li> <li>- State the indicators of neo colonialism in Africa.</li> <li>- Identify the consequences of neo-colonialism in Africa.</li> </ul>	<ul style="list-style-type: none"> <li>- Examine the different causes of neo colonialism in Africa by analysing how the Europeans have influenced the institutions of Africa.</li> <li>- Assess the indicators of neo colonialism in Africa by giving examples.</li> <li>- Examine the consequences of neo-colonialism in Africa.</li> </ul>	<ul style="list-style-type: none"> <li>- Acknowledge the causes of neo colonialism in Africa. The learners will develop a spirit of self-reliance and interdependence.</li> <li>- Recognise the indicators of neo colonialism in Africa as the initiation of love for Africa.</li> <li>- Acknowledge the consequences of neo-colonialism in Africa.</li> </ul>	<ul style="list-style-type: none"> <li>- Causes of neo colonialism in Africa.</li> <li>- Indicators of neo colonialism in Africa.</li> <li>- Consequences of neo-colonialism in Africa.</li> </ul>	<ul style="list-style-type: none"> <li>- The learners form groups for discussions and debate, about the causes of neo-colonialism and thereafter, they make presentations in the class followed by questions and answers</li> <li>- The learners will read extracts from the textbooks and use internet to find the causes and the effects of neo- colonialism and write an essay on the question: which is worse: colonialism or neo-colonialism?</li> </ul>
<b>Links to other subjects:</b> <i>Wars and conflict in General Studies and Communication Skills and migration in Geography.</i>				
<b>Assessment criteria:</b> <i>The learners are able to examine the different causes and the effects of neo- colonialism in Africa and make a judgment about the impact of neo-colonialism.</i>				
<b>Materials:</b> <i>Textbooks, internet, poems, media, testimonies from the elders films, atlas, globe, wall map, pictures and photographs, tactile materials, jaws software, talking globes, tactile maps, braille materials and sign language etc.</i>				

<b>TOPIC AREA: WORLD HISTORY</b>		<b>SUB-TOPIC AREA: ANCIENT WORLD CIVILISATIONS, MEDIEVAL AND MODERN TIMES</b>		
<b>S.6. HISTORY</b>		<b>Unit 6: The performance of the Age of Enlightenment</b>		<b>No. of periods: 10</b>
<b>Key unit competency:</b> The learner should be able to assess the impact of the ideas of enlightenment.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Describe the different ideas of different philosophers like John Locke, Montesquieu, Jean Jacques Rousseau, Voltaire and Diderot during the Enlightenment era.</li> <li>- Explain the impact of the ideas of the philosophers.</li> </ul>	<ul style="list-style-type: none"> <li>- Judge the philosophical ideas of the era of Enlightenment and indicate the new introduced ideas.</li> <li>- Evaluate the impact of the ideas of philosophers by giving examples.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the different ideas of the philosophers of the era of Enlightenment.</li> <li>- Acknowledge the impact of the philosophical ideas of Enlightenment on the societies as it builds the spirit of working hard.</li> </ul>	<ul style="list-style-type: none"> <li>- Ideas of the philosophers.</li> <li>- Impact of the ideas of the era of Enlightenment.</li> </ul>	<ul style="list-style-type: none"> <li>- The learners will read the textbooks and, use internet to get information about the ideas of the era of Enlightenment. Thereafter, they make presentations in the class followed by question and answers.</li> <li>- The learners will form groups to discuss and debate about the major changes that were brought by the ideas of the era of Enlightenment. Thereafter, they write an essay with the title: should we call this an Age of Enlightenment?</li> </ul>
<b>Links to other subjects:</b> <i>Literature in Languages and human rights in General Studies and Communication Skills</i>				
<b>Assessment criteria:</b> <i>The learners are able to assess the impact of the ideas of Enlightenment then and now.</i>				
<b>Materials:</b> <i>Textbooks, internet, media, charts, films, atlas, wall map, pictures and photographs etc.</i>				

<b>TOPIC AREA: WORLD HISTORY</b>		<b>SUB-TOPIC AREA: GREAT REVOLUTIONS AND WORLD WARS</b>		
<b>S.6. HISTORY</b>		<b>Unit 7: Causes, course and the effects of the first and second World Wars</b>		<b>No. of periods: 24</b>
<b>Key unit competency:</b> The learner should be able to examine the causes, course and the effects of the first and the second World Wars.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Discuss both, long term and immediate term causes of the First and the Second World Wars.</li> <li>- Explain the course of the First and the Second World wars.</li> <li>- Describe the effects of the First and the Second World wars.</li> </ul>	<ul style="list-style-type: none"> <li>- Assess the long term and the immediate term causes of the First and the Second World Wars in order to relate with the other wars.</li> <li>- Examine the course of the First and Second World wars</li> <li>- Analyse the effects of the First World War and the weakness of the League of Nations as well as UNO.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the long term and the immediate term causes of the First and the Second World War in order to recognise the weakness of the alliance system in order to develop the spirit of unity.</li> <li>- Recognize the course of the First and the Second World wars.</li> <li>- Acknowledge the consequences of the First and the Second World wars.</li> </ul>	<ul style="list-style-type: none"> <li>- Long term causes.</li> <li>- The immediate term causes.</li> <li>- Sarajevo incident.</li> <li>- Course of the First and the Second World Wars.</li> <li>- Effects of the First and the Second World Wars: <ul style="list-style-type: none"> <li>o Versailles treaty.</li> <li>o League of Nations.</li> <li>o UNO.</li> <li>o Cold war.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Do research in groups, using internet and reading range of written materials. One group researches on the causes, while the other group on the course and the third group researches on the effects of the First and the Second World wars. Thereafter, they make presentations in the class and write an essay with title: was World War II a continuation of World War I?</li> </ul>
<b>Links to other subjects:</b> <i>Human Rights in General Studies and Communication Skills; the use of maps in Geography and economic depression in Economics.</i>				

**Assessment criteria:** *The learners are able to examine the causes and the effects of the First and the Second World Wars and, make a judgment about the causes of the Second World War.*

**Materials:** *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 the learners with hearing impairment, etc.*

<b>TOPIC AREA: SOCIETY</b>		<b>SUB-TOPIC AREA: HUMAN RIGHTS, DUTIES AND OBLIGATIONS</b>		
<b>S.6. HISTORY</b>		<b>Unit 8: Different types of national service in the various societies</b>		<b>No. of periods: 18</b>
<b>Key unit competency:</b> The learner should be able to explain the different types of national service in Rwanda and other countries.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Describe the concept of the national service.</li> <li>- Explain the different types of national service with their roles.</li> <li>- Identify the contribution of the youth in the national service.</li> <li>- Explain the role of the national service in nation building.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the different types of national service with reference to Rwanda in particular.</li> <li>- Compare and contrast the different types of national services and judge the two.</li> <li>- Assess the contribution of the youth in the national service, especially the A level learners.</li> <li>- Examine the role of the national service in the nation building.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise the different types of national service, as this shows one's love for the country.</li> <li>- Acknowledge the differences and similarities of different national service in Rwanda.</li> <li>- Appreciate the contribution of the youth in the national service.</li> <li>- Evaluate the role of the national service in nation building, both politically and socially.</li> </ul>	<ul style="list-style-type: none"> <li>- Definition of the concept of national service in Rwanda and other countries.</li> <li>- Different types of national service.</li> <li>- Differences and similarities of the different national service.</li> <li>- The contribution of the youth in the national service.</li> <li>- General roles of the national service.</li> </ul>	<ul style="list-style-type: none"> <li>- The learners use and read a range of textbooks, other materials and internet in order to understand the concept of the national service, its types and the role in the development of their country. Thereafter they write down the short notes.</li> <li>- The learners hold a class debate about everybody's contribution towards the national service and they present in the class the results from their groups.</li> </ul>
<b>Links to other subjects:</b> <i>Contribution of the public sector in Economics and the society in General Studies and Communication Skills.</i>				
<b>Assessment criteria:</b> <i>The learners are able to explain the different types of national service in Rwanda and other countries, and its role in nation building.</i>				
<b>Materials:</b> <i>Textbooks, internet, media (videos, relevant newspapers), pictures.</i>				

<b>TOPIC AREA: SOCIETY</b>	<b>SUB-TOPIC AREA: UNITY</b>			
<b>S.6 HISTORY</b>	<b>Unit 9: The role of democracy, unity and reconciliation in the transformation of the Rwandan society</b>			<b>No. of periods: 22</b>
<b>Key unit competency:</b> The learner should be able to examine the role of democracy, unity and reconciliation in the transformation of the Rwandan society.				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Explain the concepts of unity and reconciliation.</li> <li>- Identify the forms of democracy and justice.</li> <li>- Explain how democracy, unity, reconciliation and justice are maintained in Rwanda.</li> <li>- Identify the differences and the similarities between democracy and justice in Rwanda and in the neighbouring countries.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the concepts of democracy and justice.</li> <li>- Discuss the different forms of democracy and justice.</li> <li>- Assess how democracy, unity, reconciliation and justice are maintained in Rwanda, and show how they are interrelated.</li> <li>- Compare and contrast the forms of democracy and justice in Rwanda and in the neighbouring countries, and make a judgement.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the definition of democracy and justice and how they improve the spirit of respect.</li> <li>- Recognise the different forms of democracy and justice.</li> <li>- Appreciate how the democracy, unity, reconciliation, and justice are maintained in Rwanda. There is the togetherness spirit.</li> <li>- Balance the differences and the similarities between democracy and justice</li> </ul>	<ul style="list-style-type: none"> <li>- Definition of democracy and justice.</li> <li>- Different forms of democracy and justice.</li> <li>- How democracy, unity, reconciliation and justice are maintained in Rwanda?</li> <li>- Differences and similarities between democracy and justice in Rwanda and in the</li> </ul>	<ul style="list-style-type: none"> <li>- The learners form group discussions and will debate about how democracy and justice are maintained in Rwanda. Later, they will present their findings in the class followed by questions and answers.</li> <li>- The learners will read a range of materials and use internet to find different forms of democracy and justice. Thereafter, they will write an essay about democracy and justice.</li> <li>- The learners in groups will discuss and debate about the differences and the similarities between unity and reconciliation in Rwanda.</li> </ul>



		in Rwanda and in the neighbouring countries.	neighbouring countries.	Later, they will note down the key points.
<b>Links to other subjects:</b> <i>Justice and democracy in General Studies.</i>				
<b>Assessment criteria:</b> <i>The learners are able to examine the role of democracy, unity and reconciliation in the transformation of the Rwandan society.</i>				
<b>Materials:</b> <i>Textbooks, internet, media (videos, relevant newspapers), pictures.</i>				

<b>TOPIC AREA: SOCIETY</b>		<b>SUB-TOPIC AREA: DIGNITY AND SELF-RELIANCE</b>		
<b>S.6 HISTORY</b>		<b>Unit 10: Dignity and self-reliance</b>		<b>No. of periods: 26</b>
<b>Key unit competency:</b> The learner should be able to critique how the home-grown solutions contribute to self-reliance (Girinka, Ubudehe, Kuremera, Umuganda, Agaciro, Imihigo, Itorero and Community Policing).				
<b>Learning Objectives</b>			<b>Content</b>	<b>Learning Activities</b>
<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Attitudes and Values</b>		
<ul style="list-style-type: none"> <li>- Explain the concepts of the home-grown solutions and self-reliance: <ul style="list-style-type: none"> <li>o Girinka.</li> <li>o Ubudehe.</li> <li>o Akarima k'igikoni.</li> <li>o Kuremera.</li> <li>o Umuganda.</li> <li>o Agaciro.</li> <li>o Imihigo.</li> <li>o Itorero.</li> <li>o Community policing.</li> </ul> </li> <li>- Identify the contribution of the home- grown solutions towards a good governance, self-reliance and dignity.</li> <li>- Identify the challenges encountered during the implementation of the</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate the concepts of the home-grown solutions and self-reliance, and their contribution to nation building.</li> <li>- Analyse the contribution of the home- grown solutions towards a good governance, self-reliance and dignity in Rwanda</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise the concept of the home-grown solutions and indicate its contribution to self-reliance in an attempt to develop the spirit of economic independence.</li> <li>- Acknowledge the contribution of the home- grown solutions towards a good governance, self-reliance and dignity as it increases the spirit of independence.</li> </ul>	<ul style="list-style-type: none"> <li>- Concepts of the home grown solutions and self-reliance: <ul style="list-style-type: none"> <li>o Girinka.</li> <li>o Ubudehe.</li> <li>o Akarima k'igikoni.</li> <li>o Kuremera.</li> <li>o Umuganda.</li> <li>o Agaciro.</li> <li>o Imihigo.</li> <li>o Itorero.</li> <li>o Community policing.</li> </ul> </li> <li>- Contribution of the home - grown solutions towards a good governance, self-reliance and dignity.</li> </ul>	<ul style="list-style-type: none"> <li>- The learners form groups to discuss and debate on the home-grown solutions and self-reliance. Later, they present their findings.</li> <li>- The learners form groups and read a range of materials including the textbooks to find key information about the contribution of the home- grown</li> </ul>

home- grown solutions.	- Examine the challenges encountered during the implementation of the home- grown solutions.	- Recognise the challenges encountered during the implementation of the home -grown solutions.	- Challenges encountered during the implementation of the home grown solutions.	solutions towards a good governance, self-reliance and dignity. Thereafter, they write an essay on how effective are the home- grown solutions.
<b>Links to other subjects:</b> <i>Economic independence and dependence in Economics.</i>				
<b>Assessment criteria:</b> <i>The learners are able to critique how the home-grown solutions contribute to self-reliance (Girinka, Ubudehe, Kuremera, Umuganda, Agaciro, Imihigo, Itorero and Community policing).</i>				
<b>Materials:</b> <i>Textbooks, internet, media (videos, relevant newspapers), posters, poems, media, stories, songs, tactile materials, jaws software, talking globes, tactile maps, braille materials and sign language poems and posters.</i>				

TOPIC AREA: SOCIETY		SUB-TOPIC AREA: CONFLICT TRANSFORMATION		
S.6. HISTORY		Unit 11: Prevention and resolution of the conflicts		No. of periods: 22
<b>Key unit competency:</b> The learner should be able to explore the ways of preventing and resolving conflicts and violence at the national and international levels.				
Learning Objectives			Content	Learning Activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> <li>- Identify the organs that are responsible for preventing and resolving the conflicts and violence at the national and international levels.</li> <li>- Explain the ways of preventing and resolving the conflicts and violence.</li> <li>- Describe the challenges encountered during the prevention and resolution of the</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the organs responsible for preventing and resolving the conflicts and violence at the national and international levels.</li> <li>- Analyse the different ways of preventing and resolving the conflicts and violence.</li> <li>- Assess the challenges encountered during the prevention and resolution of the</li> </ul>	<ul style="list-style-type: none"> <li>- Acknowledge the organs responsible for preventing and resolving the conflicts and violence at the national and international levels.</li> <li>- Appreciate the different ways of preventing and resolving the conflicts and violence.</li> <li>- Notice the challenges encountered during the prevention and resolution of the</li> </ul>	<ul style="list-style-type: none"> <li>- Organs responsible for preventing and resolving the conflicts and violence at the national and international levels.</li> <li>- Different ways used to prevent and resolve the conflicts and violence.</li> <li>- Challenges encountered during the prevention and resolution of the conflicts and violence.</li> </ul>	<ul style="list-style-type: none"> <li>- Using a range of written materials and internet, the learners' research on the organs responsible for preventing and resolving the conflicts and violence at the national and international levels. Later, they present their findings to the teacher for marking and correction. Then, the teacher gives the feedback.</li> <li>- The learners form groups to discuss and debate about the different ways used to prevent and resolve the conflicts and violence and the challenges encountered during the conflict prevention and resolution. Thereafter, they write an essay about the conflict prevention and resolution.</li> <li>- The learners are given homework to research on the challenges and solutions encountered during the prevention and resolution of the conflicts. Then, present the results in the next lesson in the class</li> </ul>

conflicts and violence.	conflicts and violence.	conflicts and violence.		followed by questions and answers.
<b>Links to other subjects:</b> <i>Conflict prevention and resolution in General Studies and Communication Skills.</i>				
<b>Assessment criteria:</b> <i>The learners are able to explore ways of preventing and resolving the conflicts and violence at the national and international levels.</i>				
<b>Materials:</b> <i>Books, internet, poems, media, stories, songs, tactile materials, posters, jaws software, talking globes, tactile maps, braille materials and sign language.</i>				

## 6. REFERENCES

1. Boubacar, Boris, D. (2006). *Murambi the book of bones*. Bloomington & Indianapolis: Bloomington.
2. Cohen, J. (2007). *One Hundred Days of Silence: America and the Rwanda Genocide*. London: Rowman and Littlefield publishers.
3. Combres, E. (2009). *Broken Memory*. Toronto: HAP.
4. Dallaire, R. (2005). *Shake hands with the devil The failure of humanity in Rwanda*, 957.571 D 161 s.
5. Docker John. (2008). *The origins of violence : Region, history and genocide*. London: Pluto press.
6. Gatwa, T. (2005). *The churches and ethnic ideology in Rwanda Crises 1900-1994*. London: Regnum,Oxford.
7. Goldberg, E. (2006). *Holocaust Memoir Digest:A digest of published survivor Memoirs with study Guide and maps ,Vol 3*. Great Britain.
8. Gribbin, R. E. (2005). *In the Aftermath of Genocide/ The U.S role in Rwanda*. New York: iUniverse inc/Lincoln.
9. Irvizumugabe, E. (2009). *My Father,Maker of the Trees:how I survived the Rwanda genocide*. New York,: Bakar books,.
10. Krosiak, D. (2007). *The role of France in the Rwandan Genocide*. London: C,Hurst & CO.Ltd.
11. Khan, Shaharyar M. and Robinson, Mary M. (2000). *The shallow graves of Rwanda*, 967.57 K 45,.
12. Millard, Mary Weeks (2007,). *After genocide:ther is hope*. London,: TNP.
13. Ndahiro, A. &. (2008). *Hote Rwanda: or the Tutsi Genocide as seen by hollywood,l* . Kigali: L'harmattan.
14. Norman, L. (1997). *Modern World History,third Edition*. London: Palgrave Master Series .
15. Okoth, A. (2006). *A History of Africa 1915-1995:African Nationalism and the Decolonisation process, Vo 2*. Nairobi: East African Educational Publishers.

16. P., T. (2003). Inclusive education training in Cambodia: In service teacher training on disability and special needs issues, Disability Action Council Cambodia . EENET.
17. Reid, R. J. (2009). A History of Modern Africa 1800 to the present, first Editio,. Wiley-Black well.
18. Stuart, M. (1997). Modern European History, 2nd Edition. London: Palgrave Master Seiries.
19. Surf. (2006). Heroes of our time: Rwandan courge & survival.
20. Totten, S. (2010). We cannot forget : survivors of 1994 genocide in Rwanda,. London: RUP.
21. Twagirayezu, V. (1994). Murambi "Go if you die, perhaps I will live ". CNLG.
22. UNESCO. (2004). Creating Inclusive Learning -friendly classrooms, Booklet 4 from the embracing diversity,. Bangkok: UNESCO Bangkok.
23. UNESCO. (2004). Emracing Diversity: Toolkit for creating inclusive learning -friendly environment. Bangkok: UNESCO Bangkok.
24. Wallis, A. S. (2006). The untold story of France 'role in Rwandan Genocide. New York,; I.B Tauris & CO Ltd,.
25. Wilkens, C. (2011). I'm not leaving. New York: word outside my shoes.

## 7. APPENDIX: SUBJECTS AND WEEKLY TIME ALOCATION FOR A'LEVEL

Subjects in Secondary 4-6		Number of periods per week (1 period = 40 min.)		
Core subjects		S4	S5	S6
1.	Mathematics	7	7	7
2.	Physics	7	7	7
3.	Computer Science	7	7	7
4.	Chemistry	7	7	7
5.	Biology	7	7	7
6.	Geography	7	7	7
7.	History	7	7	7
8.	Economics	7	7	7
9.	Literature in English	7	7	7
10.	Kinyarwanda major	7	7	7
11.	Kiswahili major	7	7	7
12.	French major	7	7	7
13.	Religion major	7	7	7
14.	Entrepreneurship	6	6	6
15.	General Studies and Communication Skills	3	3	3
16.	Subsidiary Mathematics	3	3	3
Electives Subjects	17. English minor	4	4	4
	18. French minor	4	4	4
	19. Kinyarwanda minor	4	4	4
	20. Kiswahili minor	4	4	4
Co-curricular Activities	Religious activities	2	2	2
	Sports/ Clubs	2	2	2
	Computer/library	2	2	2