

TEACHING METHODS AND PRACTICE OF SOCIAL STUDIES

OPTION : SSE

YEAR 1

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FOREWORD

Rwanda Education Board is honored to avail the Teaching methods and practice of social studies Syllabus for Teacher Training Colleges (TTCs). This document serves as official guide to teaching and learning of Teaching methods and practice of social studies in TTCs.

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

The ambition to develop a knowledge-based society and the growth of regional and global competition in the labor market has necessitated the shift from knowledge to competence based curriculum in TTCs. The TTC curriculum was revised to align it to the Competence-Based Curriculum for basic education to prepare teachers who are competent and confident to implement CBC in pre-primary and primary education. The rationale of the changes is to ensure that TTC leavers are qualified for job opportunities and further studies in Higher Education in different programs under education career advancement.

I wish to sincerely express my appreciation to the people who contributed towards the development of this syllabus, particularly, Consultants, REB staff, UR-CE Lecturers, TTC Tutors, Teachers from general education and experts from Local and international Organizations for their technical support. A word of gratitude goes to the Head Teachers and TTCs principals who availed their staff for various revision activities.

Special appreciation goes to the Development Partners such as UNICEF, USAID/Soma Umenye, Save the Children and Right To Play for their financial support.

Dr. NDAYAMBAJE Irénée
Director General REB.

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I wish to sincerely express my special appreciation to the people who played a major role in development of Teaching methods and practice of social studies syllabus. It would not have been successful without the support from different education stakeholders. My thanks first go to the leadership of UR-CE who started the review of the TTC curriculum in 2015.

I wish also to thank Rwanda Education Board (REB) leadership who initiated and supervised the curriculum review process. I wish to extend my appreciation to Consultants, REB staff, Lecturers from UR-CE, TTC principals, TTC Directors of Studies deputy principals, tutors, teachers from secondary basic Education and whose efforts during the revision process were much valuable.

Special thanks go to UNICEF who funded the development, designing finalization and printing of this syllabus.

I owe gratitude to different education partners more especially USAID-Soma Umenye, Save the Children, Right To Play, Help a Child, Aegis Trust, Humanity and Inclusion, Flemish Association for Development Cooperation and Technical Assistance (VVOB), Voluntary Service Overseas (VSO), Teach Rwanda and IEE for their technical support

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GENERAL INTRODUCTION

1.1. Rwanda education sector objectives

The Education Sector objectives are the reference point for the inclusion of education issues into other Rwandan policy documents. These objectives are aligned with those recommended in the Eastern African Curriculum Framework proposals. The Government of Rwanda through law number 36/2018 of 29th June, 2018, determining the organization of education, revised the objectives of the sector. They are to:

1. Provide Rwandans with adequate skills at all levels of general, professional as well as technical and vocational education;
2. Offer quality courses and education at all levels;
3. Promote science, technology and research in order to equip many Rwandans with capacity to speed up national development;
4. Promote the culture of peace, tolerance, justice, respect for human rights, solidarity, democracy and that of avoiding any form of discrimination or favoritism;
5. Provide each Rwandan with an integrated education based on ethical values, science and social welfare and directed towards building a nation to ensure its sustainable development.
6. Install into Rwandans the love of a job well done, the value of hard work, punctuality and promotion of competence.
7. Train Rwandans to have freedom of thought, be innovative, have abilities to acquire and be analytical towards other people's opinions and to communicate his or her own ideas, to be patriotic and encourage him or her to be updated on the situation prevailing elsewhere;
8. Eliminate all grounds and obstacles that hinder the development of girls and women education as well as of any other groups that need special attention.
9. These objectives and associated strategies are the backbone for developments in education including the curriculum and assessment policy and the curriculum framework.

1.2 Level competences of pre-primary and primary teacher education in the republic of rwanda

As stated earlier, Pre-primary and Primary Teacher Education is under the responsibility of Rwanda Education Board. The following are the competences of Teacher Education. By the time a student teacher is exiting the college after three years he or she should:

- be a qualified teacher who can compete not only locally but regionally and internationally;
- have professional ethics and develop an inquiring mind for innovative education;
- be prepared adequately for efficiency in education, administration, management, evaluation and measurement;
- be competent, reliable, honest and responsible;
- be equipped with potentials that enable him/her to explore the learners' abilities and interests;
- be able to develop the child's ability in critical thinking, free expression and ideas.

1.3 Background to curriculum review

The Teaching methods and practice of social studies syllabus is developed for TTC student-teachers in the option of Science and Teaching methods and practice of social studies Education.

The motive of reviewing the syllabus was to ensure that the syllabus is responsive to the needs of the student-teacher and to shift from objective and knowledge-based learning to competence-based learning. Another reason was to align the draft TTC curriculum to the CBC in general education. Emphasis in the review was put more on skills and competences as well as the coherence within the existing content by drawing on the previous syllabus and benchmarking with syllabi elsewhere with best practices.

The Teaching methods and practice of social studies syllabus guides the interaction between the tutor and student -teachers in the learning processes and highlights the competences a student teacher should acquire during and at the end of each unit of learning. Student- teachers will have the opportunity to apply Mathematics in different contexts, and see its importance in daily life. Tutors help the student- teachers appreciate the relevance and benefits for studying Mathematics from pre-primary /primary to tertiary levels.

The learning of student teacher is influenced by many factors such as curriculum relevancy, necessary and sufficient pedagogical approach by tutors, assessment strategies and sufficient instructional materials. With review of the Teaching methods and practice of social studies syllabus, these factors have been aligned with the competence-based curriculum for general education. This will lead to having qualified and competent teachers who are ready to implement the competence based curriculum for pre/primary education and perform well in higher education or any fields that require some knowledge of mathematics. This implies equipping student teachers with relevant knowledge, skills, attitude and values necessary to make them competitive on local, regional and global job market. This revised syllabus will allow future teachers to contribute to the development of equity and quality education at pre/primary levels and then it will enable student teachers to go for further studies.

1.4 Rationale of teaching and learning teaching methods and practice of social studies

Social studies education is of vital importance to students in primary schools for numerous reasons. Primarily, social studies education prepares students to be participating members of a democratic society, a principal goal of general education. Additionally, social studies' classes develop critical thinking skills and other cognitive techniques in ways that other school subjects cannot. Moreover, teachers can implement several media and teaching methods into social studies classes that can promote reasoned judgment and expanded outlooks of humanity into students. The main goal of general education is to prepare students for participatory citizenship in a democratic society. This goal, however, can be directly implemented through social studies classes. In doing so, teachers can lead students in analyzing contemporary and historic policy issues in order to motivate and drive students toward greater political participation and knowledge.

1.4.1 Social studies and Society

Teaching Methods and practice of social studies is key to the Rwandan education ambition of developing a knowledge-based and technology-led economy since it provides student teachers with all required knowledge and skills to be used in different learning areas. Therefore, Teaching Methods and practice of social studies is an important subject as it supports other subjects. This TTC Teaching Methods and practice of social studies syllabus is intended to address gaps in the current Teaching Methods and practice of social studies syllabus which lacks adequate and appropriate knowledge, skills, attitudes and values.

1.4.2. Social studies and Student Teachers

Student teachers need enough basic Teaching Methods and practice of social studies competences to be effective members of the Rwandan society including the ability to develop critical thinking skills and other cognitive competences. Therefore, Teaching Methods and practice of social studies equips student teachers with knowledge, skills and attitudes necessary to enable them to succeed in an era of rapid technological growth and socio-economic development. Mastery of basic concept of social studies ideas makes student teachers being confident in problem solving. It enables the student teachers to be systematic, creative and self-confident in using social studies techniques to reason; think critically; develop imagination, initiative and flexibility of mind. As new technologies have had a dramatic impact on all aspects of life, wherever possible in Teaching Methods and practice of social studies, student- teachers should gain experience of a range of ICT equipment and applications.

1.5 Professional standards and competences

1.5.1 Competences

Competence is defined as the ability to perform a particular task successfully resulting from having gained an appropriate combination of knowledge, skills, attitudes and values. The present syllabus gives the opportunity to student teachers to develop different broad Social studies competences as well as the generic competences.

Broad subject competences are highlighted and broken into key unit competences which are finally split out into learning objectives (knowledge, skills, attitudes and values) in every learning unit.

Taking into account the rationale behind the overall TTC curriculum review as well as the parameters and constraints of the local context, student- teachers will be equipped with professional standards and generic competences.

For student teachers, professional standards are acquired through generic competences and professional practices that are emphasized and reflected in the learning process. The Social studies tutors will ensure that student -teachers are exposed to tasks that help them acquire these competences.

1.5.2 Teaching professional standards

These refer to the characteristics that all tutors globally should have. All tutors in Rwanda should have the six characteristics listed below:

- The teacher has knowledge of CBC and how to implement it.

The tutor has understanding of CBC and how it works. He/she has knowledge of basic and generic competences and is able to integrate the cross cutting issues within and across subject area.

- The teacher as an educator

The professional teacher enhances and stimulates cognitive, social-emotional, physical and moral development of the children. She/he therefore has a thorough understanding of the child's background, interests, motivations and problems and can adjust her/his actions and the learning environment to the different needs of the student teachers. A competent educator is a role model, showing desired behavior and values. She/he guides and coaches her/his student teachers to become social, self-confident, independent, responsible, open-minded and innovative people and act like a role model. In order to be educator, the student teacher must be supported in developing cooperation, inter personal and life skills.

- The teacher as Social studies subject expert

The professional Social studies teacher stimulates the student's critical thinking, problem solving and creativity. She/he uses teaching/learning Social studies methods and techniques that are appropriate to Social studies in primary education; she/he applies Social studies content, plan lessons integrating play-based strategies in teaching/learning. The teacher in primary education has a thorough Social studies knowledge that enables him/her to develop the teaching/learning materials, lesson planning, to deliver the lesson and connect with her/his daily life activities in primary education using correctly the language of instruction. The teacher as Social studies expert in upper primary education stimulates English in the teaching/learning of Social studies by considering the transition from Kinyarwanda to English as medium of instruction in upper primary.

The teacher as Social studies expert knows and uses appropriate Social studies methods/techniques to assess student teachers and give constructive feedback to the whole class. The teacher as Social studies expert is able to link the content of Social studies with other subjects and connect it with real life situation. This enables student teacher to acquiring critical and problem solving skills as well as the Social studies concepts and skills enabling him/her to pursue/ follow tertiary education.

- The teacher as a communicator

The professional teacher displays a good example in his/her way of expressing him/herself, stimulates and enhances positive and clear communication between him/herself and the student teachers, between the student teachers, and with the school community and the wider society. A good communicator is open-minded and respects diversity within and around the school. This requires student-teacher to communicate in official languages.

- The teacher as a guide and an organizer

The professional teacher facilitates the holistic development of all students, taking into account the differences between them. S/he ensures that the learning environment (class, playground, etc.) is well maintained and conducive for children's learning outcomes. This requires a student teacher to be equipped with management skills.

- The teacher as an innovator, researcher and reflective practitioner

The professional teacher looks at ways to improve his/her teaching, and the wellbeing and results of his/her students. S/he is a reflective practitioner and knows how to perform small-scale reflective action.

The acquisition of such skills will require student- teacher to update knowledge and skills with minimum external support and to cope with evolution of knowledge advances for personal fulfillment in areas that need improvement and development, thus becoming a lifelong learners.

1.5.3 Broad social studies competences

By the end of learning process, the student teacher will be able to:

1. Work in systematic way to develop clear, logical, coherent and creative reasoning and imagination;
2. Express clearly, comprehensibly, correctly and precisely in verbal and/or in written form, all the reasons and calculations leading to the required result whenever finding a solution to any given exercise;
3. Apply social studies concepts, principles and processes in real life situations/ experiences or problem solving as well as applying them to other subjects.

4. Use ICT tools (such as calculators and social software) in teaching and learning social studies in sense of research, curiosity and creativity to explore Social studied concepts and facts;
5. Use the acquired social studies knowledge and skills to teach at primary Education or pursue further studies;
6. Describe, explain, present, analyze, interpret, draw logical conclusions, and make predictions and decisions on scientific data.

1.5.4 Social studies and developing competences

The national policy documents based on national aspirations identify some ‘basic competences’ alongside the ‘generic competences’ that will develop higher order thinking skills and help student teacher learn subject content and promote application of acquired knowledge and skills.

Through observations, constructions, using symbols, applying and generalizing social studies ideas and presentation of information during the learning process, the student teachers will not only develop deductive and inductive skills but also acquire cooperation and communication, critical thinking and problem solving skills. This will be realized when student-teachers make presentations leading to inferences and conclusions at the end of learning unit. This will be achieved through student teachers’ group work and cooperative learning which in turn will promote interpersonal relations and teamwork.

The acquired knowledge in learning social studies should develop a responsible citizen who adapts to scientific reasoning and attitudes and develops confidence in reasoning independently. The student-teacher should show concern of individual attitudes, environmental protection and comply with the scientific method of reasoning. The scientific method should be applied with the necessary rigor, intellectual honesty to promote critical thinking while systematically pursuing the line of thought.

2. PEDAGOGICAL APPROACH

The change to a competence-based curriculum is about transforming learning, ensuring that learning is deep, enjoyable and habit-forming.

2.1. Role of the student teacher

In the competence-based syllabus, the student teacher is the principal actor of his/her education. He/she is not an empty bottle to fill. Taking into account the initial capacities and abilities of the student teacher, the syllabus suggests under each unit, some activities of the student teacher and they all reflect active participation of the student teacher in the learning process.

The teaching and learning processes will be tailored towards creating a student teacher friendly environment basing on the capabilities, needs, experience and interests.

The following are some of the roles or the expectations from the student teachers:

- Student teachers construct the knowledge either individually or in groups in an active way. From the learning theory, student teachers move in their understanding from concrete through pictorial to abstract. Therefore, the opportunities should be given to student teachers to manipulate concrete objects and to use models.
- Student teachers work on one competence at a time in form of concrete units with specific learning objectives (knowledge, skills and attitude).
- Student teachers will be encouraged to do research and present their findings through group work activities.
- A student teacher is cooperative: student teachers work in heterogeneous groups to increase tolerance and understanding.
- Student teachers are responsible for their own participation and ensure the effectiveness of their work.

2.2. Role of the tutor

In the competence-based syllabus, the tutor is a facilitator, organizer, advisor, a conflict solver, etc...

The specific duties of the tutor in a competence-based approach are the following tutor is:

- A facilitator, his/her role is to provide opportunities for student teachers to meet problems that interest and challenge them and that, with appropriate effort, they can solve. This requires an elaborated preparation to plan the activities, the place they will be carried, the required assistance;
- An organizer: his/her role is to organize the student- teachers in the classroom or outside and engage them through participatory and interactive methods through the learning processes as individuals, in pairs or in groups. To ensure that the learning is personalized, active and participative, co-operative the teacher/tutor must identify the needs of the student teachers, the nature of the learning to be done, and the means to shape learning experiences accordingly;
- An advisor: he/she provides counseling and guidance for student-teachers in need. He/she comforts and encourages student teachers by valuing their contributions in the class activities;
- A conflict-solver: most of the activities are performed in groups. The members of a group may have problems such as attribution of tasks; they should find useful and constructive the intervention of the teacher as a unifying element.
- Asked for help only when the whole group agrees to ask a question.
- Ethical and preaches by examples by being impartial, by being a role-model, by caring for individual needs, especially for slow student teachers and those with physical impairments, through a special assistance by providing remedial activities or reinforcement activities. One should notice that this list is not exhaustive.

2.3. Special needs education and inclusive approach

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

These student teachers equally have the right to benefit from the free and compulsory basic education in the nearby ordinary/mainstream colleges. Therefore, the college's role is to enroll them and also set strategies to provide relevant education to them. The tutor therefore

is requested to consider each student teacher's needs during teaching and learning process. Assessment strategies and conditions should also be standardized to the needs of these student teachers. Detailed guidance for each category of student teachers with special education needs is provided for in the guidance for teachers. The Social studies tutor is advised to work closely with the tutor of special need education to provide appropriate support to any identified student -teacher's needs.

2.4. Skills laboratory pedagogy (skills lab)

Student teachers should have time to research, experiment and practice what has been taught in small groups in order to enhance the acquisition of competences. This is called "Skills Laboratory" or "Skills Lab. No special facilities or equipment is required for Skills Lab. In order for the students to learn programs focused on developing transferable 21st century skills, the pedagogical structure of skills lab is provided in the learning activities.

Skills lab is when student teachers are required to complete learning activities working in small groups. The skills lab is an easy method to change teacher's pedagogy from theory-based to competence-based instruction. Skills lab ensures teachers are accountable to completing all the learning activities and projects as outlined in the syllabus.

The basic characteristics of Skills Lab are:

- Students work in small groups (manageable teams)
- Assessment takes place through portfolio activities
- Students talk more than teachers (10% tutor talk time and the rest is for the students)
- Students receive constructive feedback on their work (Tutor gives quality feedback on student presentations).
- Skills lab consists of three components: build, practice and present.

Skills lab is the time when lesson combines the competences acquired during the unit and previous units to make learning more practical. Thus, at the end of every unit, this syllabus provides /suggest skills lab pedagogy lesson to ensure practical application of the competences acquired.

3. ASSESSMENT APPROACH

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of individual student teacher's progress in learning and to make a judgment about a student teacher's achievements measured against defined standards. Assessment is an integral part of the teaching learning process. In the new competence-based curriculum assessment must also be competence-based; whereby a student teacher is given a complex situation related to his/her everyday life and asked to try to overcome the situation by applying what he/she learned.

3.1. Types of assessments

The assessment should reflect the three domains of learning, namely cognitive, social affective and psychomotor:

- Knowledge and understanding: Does the student- teacher demonstrate an understanding of the Social studies concept? Has the student- teacher mastered the Social studies concepts? Indicators: correctness of answers, coherence of ideas, logical reasoning, use correctly mathematical symbols and concepts, etc.
- Practical skills: How does the student-teacher perform on aptitude and practical tests? Indicators: accuracy, using appropriate methods, quality product, speed and efficiency, coherence.
- Attitude and values: How does the student-teacher respond to a task or a situation? What is the student-teacher's behavior? How the student-teacher persists on solving a given problem?

3.1.1. Formative assessment

Formative assessment helps to check the efficiency of the process of learning. It is done within the teaching/learning process.

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a tutor is planning his/her lesson, he/she should establish criteria for performance and behavior changes at the beginning of a lesson. Then, at the end of every unit, the tutor should ensure that all the student teachers have mastered the stated key unit competences basing on the criteria stated, before going to the next unit. The tutor will assess how well each student teacher masters both the subject and the generic competences described in the syllabus as well as the professional practices. From this, the tutor will gain a picture of the all-round progress of the student teacher. The tutor will use one or a combination of the following techniques: observation, pen and paper, and oral questioning.

3.1.2. Summative assessments

When assessment is used to record a judgment of a competence development or performance of the student teacher, it serves a summative purpose. Summative assessment gives a picture of a student teacher's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether competences have been achieved and to use the results for ranking or grading of student teachers, for deciding on progression, for selection into the next level of education and for certification. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competences. It can be internal College based assessment or external assessment in the form of national examinations. College based summative assessment should take place once at the end of each term and once at the end of the year. School summative assessment average scores for each subject will be weighted and included in the final national examinations grade.

The national examinations will be done at the end of year 3 for certificate award. College based assessment average grade will contribute 10% of the final grade but will be progressively increased.

3.2. Record keeping

This is gathering facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standard. Whatever assessment procedures used generate data in the form of scores which will be carefully be recorded and stored in a portfolio. The latter is used in deciding remedial actions, alternative instructional strategy and as well as feed back to the student teacher. The records also are important to parents to check the learning progress and to advice accordingly. Finally, the records are very essential to the final assessment of professional practice of the student teacher at the end of the college.

This portfolio is a folder (or binder or even a digital collection) containing the student teacher's work as well as the student teacher's evaluation of the strengths and weaknesses of the work. Portfolios reflect not only work produced (such as papers and assignments), but also it is a record of the activities undertaken over time as part of student learning. Besides, it will serve as a verification tool for each student teacher that he/she attended the whole learning before he/she undergoes the summative assessment for the subject.

3.3. Item writing in summative assessment

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

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

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

4. RESOURCES

4.1. Materials needed for implementation

The following list shows the main materials/equipment needed in the learning and teaching process:

- Textbooks, reference books, news papers having social studies concepts.
- Teacher made materials like flash cards, charts, mats, clothes, balls.
- Software materials: computer, video clips, projector and internet
- Adaptive materials like tactile and talking materials like talking globe, tactile maps, tactile illustrations, brailled equipment and materials.
- Other learning materials used in facilitating social studies lessons are: maps, globes, atlas, currency, news papers, magazines, novels.

4.2. Human resource

For effective and efficient teaching of this teaching methods and practice of Social studies syllabus, it is to be noted that:

- The teacher should at least have Ao in Social studies education and other related subjects from a recognized teaching institution of Higher Learning.
- The teacher should have proven ability to use textbooks, teacher's guide and other resources relevant to social studies.
- The teacher should be fluent in English, which is the language of instruction.
- The teacher should have some basic skills and knowledge in special needs education like Rwandan sign language, Braille reading and writing.
- The teacher should be able to modify the methodology to accommodate the diverse needs of the learners in the class.

5. SYLLABUS UNITS

5.1. Social studies syllabus units` for year one

5.1.1 Key Competences at the end of year one

- Explain the essence of teaching social studies in primary and how the skills are used in everyday life.
- Differentiate available/possible learning and teaching resources required for the learning social studies in primary
- Use a combination of methods and strategies in a way that makes successful one's teaching social studies lessons
- Prepare observational lessons
- Prepare non observational lessons
- Prepare an active lessons related to Genocide studies
- Evaluate adequacy of teaching and learning strategies used during model lessons as student getfamiliar with teaching and learning environment
- Facilitate social studies lessons in a simulated context in Teacher Training College

5.1.2 Syllabus units for year one

Subject: TEACHING METHOD AND PRACTICE OF SOCIAL STUDIES		Year:1	Option: SSE
TOPIC AREA: Understanding the social studies syllabus for primary		Sub Topic...	
Unit 1: Introduction to teaching social studies at Primary School			No. of periods: 3
Key Unit competence: The student teacher should be able to evaluate the essence of teaching social studies in primary and how the skills are used in everyday life.			
Learning Objectives		Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values	
-Explain the reasons of teaching methods and practice of social studies in primary schools - Identify and explain the components of social studies syllabus	- Evaluate the importance of teaching methods and practice of social studies in primary schools. - Compare the components of social studies syllabus and its units in each grade.	-Appreciate the importance of teaching methods and practice of social studies in Rwandan society.	Rationale of teaching social studies Components of social studies syllabus In groups, student teachers read a range of document/ textbooks or search on internet and find out the importance of teaching social studies in primary schools followed by class presentation and harmonization. In the same groups, student teachers list the components of social studies syllabus and provide the reasons behind the components of social studies, after they write units of each grade.
Assessment criteria: The studentteacher should be able to explain the essence of teaching social studies in primary and how the skills are used in everyday life.			
Links to other Subjects: Social studies subject in TTCs ,Social studies in primary schools and in Social studies in year one in TTCs.			
Resources: Textbooks, internet and resource persons.			

Subject: TEACHING METHOD AND PRACTICE OF SOCIAL STUDIES		Year:1	Option: SSE										
TOPIC AREA: Teaching and learning teaching methods and practice of social studies lessons		Sub Topic...											
Unit 2: Teaching and learning resources of teaching social studies lessons.			No. of periods:3										
Key Unit competence: The student teacher should be able to differentiate available/possible learning and teaching resources required for the learning social studies in primary.													
Learning Objectives			Content	Learning Activities									
Knowledge and understanding	Skills	Attitudes and values											
-Select the possible books to be used in teaching social studies in primary schools. - Identify teacher made materials and locally made materials and other learning materials to be used in teaching social studies lessons.	-Distinguish different books to be used in teaching social studies lessons. -Select teacher made materials, locally made materials and other relevant materials for teaching social studies lessons.	-Acknowledge social studies resources to be used in social studies lessons.22	<ul style="list-style-type: none"> Books: primary social studies books such as pupil's book and teacher's guide. Teacher made materials like flash cards, charts, status and locally made materials such as: umuduri, mats, clothes, balls. Other learning materials used in facilitating social studies lessons are: maps, globes, atlas, charts, status, currency, news papers, magazines, novels. 	-Through reading social studies syllabus, student teachers are brainstormed to categorize different social studies resources for teaching social studies. For example the student-teachers will complete the following table :									
				<table border="1"> <thead> <tr> <th>Books</th> <th>Teacher made materials</th> <th>Other learning materials</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Books	Teacher made materials	Other learning materials						
Books	Teacher made materials	Other learning materials											
Assessment criteria: The student teacher should be able to differentiate available/possible learning and teaching resources required for the learning social studies in primary.													
Links to other Subjects: Social studies in primary schools.													
Resources: Textbooks, Internet, syllabus of social studies in primary schools.													

Subject: TEACHING METHOD AND PRACTICE OF SOCIAL STUDIES		Year:1	Option: SSE	
TOPIC AREA: Teaching and learning methods and strategies for social studies in primary		Sub Topic: ...		
Unit 3: General principles of teaching social studies			No. of periods:2	
Key Unit competence: The student teacher should be able to use a combination of methods and strategies in a way that makes successful teaching of social studies lessons.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
-Explain the principles of teaching and learning methods and practice of social studies lessons. -Analyze the guidelines of teaching social studies lessons in primary schools.	-Select and apply different principles in teaching social studies lessons.	-Compare different principles of teaching methods and practice of social studies -Appreciate the guidelines of teaching social studies lessons in Primary school.	<ul style="list-style-type: none"> • Principles applied in social studies lessons: <ul style="list-style-type: none"> • Thematic/integration • Progression • Activity • Motivation • Concretisation • Individualisation • Cooperation • Transfer 	- With reference to principles learned in Foundation of Education year one, student teachers form groups of five and select principles for teaching social studies lessons. After they play a role by using

			Guidelines of teaching social studies lessons in Primary school: observation, analysis, synthesis.	different principles in different social studies lessons.
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Assessment criteria: The student teacher should be able to use a combination of methods and strategies in a way that makes successful one's teaching social studies lessons

Links to other Subjects: Foundation of education in TTCs

Resources: Textbooks, Internet.

Subject: TEACHING METHOD AND PRACTICE OF SOCIAL STUDIES		Year:1	Option: SSE	
TOPIC AREA: Teaching and learning methods and strategies for social studies in primary		Sub Topic: ...		
Unit 4: Observational lessons			No. of periods:6	
Key Unit competence: The student teacher should be able to prepare observational lessons.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> -Recall of concepts/ content related to observational lessons. -Select different techniques and strategies for facilitating observational lessons. -Describe different generic competences and cross cutting issues related to observational lessons and practice of social studies 	<ul style="list-style-type: none"> -Apply different techniques and strategies of using maps and field study related to observational lessons. -Apply different skills in making materials to facilitate observational lessons. -use the produced materials in teaching observational lessons. - Set assessment tasks related to observational lessons. 	<ul style="list-style-type: none"> -Appreciate the effective use of field visit, data recording, using charts, map exploration, experimentation, and case study. - Appreciate the effective use of different learning materials in teaching observational lessons 	<ul style="list-style-type: none"> Recall of concepts/ content related to lessons of observational lessons. Techniques and strategies for facilitating lessons related to observational lessons such as: field visit/ field work, data recording, using charts, map exploration, experimentation and case study 	<ul style="list-style-type: none"> In groups, the student-teachers are assigned readings of social studies in primary to recall the concepts/content of social studies related to lessons of geographical nature. Thereafter they make an essay followed by a presentation. In the same groups, the student-teachers will select, among many strategies and techniques learned in FOE year one, the strategies and techniques for facilitating observational lessons. After they make a class presentation followed by harmonization.

<p>- Explain the procedure of fabricating materials in locally available materials to facilitate observational lessons</p> <p>- Explain the guidelines of setting assessment tasks related to observational lessons.</p>	<p>- Write a lesson plan of observational lessons</p>		<p>Developing generic competences and crosscutting issues related to observational lessons.</p> <p>Producing appropriate resources using low cost materials for observational lessons.</p> <p>Using appropriate resources (available and locally made) for observational lessons such as: textbooks, maps, charts, photos and atlas.</p> <p>Setting assessment tasks related to observational lessons.</p> <p>Writing a lesson plan related to observational lessons.</p>	<p>It will be the same as for generic competences and crosscutting issues related to observational lessons.</p> <p>In TRC, the student-teachers are provided different materials to make teaching and learning materials for teaching lessons of observation.</p> <p>-From knowledge gained from Foundation of education, the student-teachers form groups and set tasks related to lessons of observation.</p> <p>-In groups of five, the student- teachers will be asked to fill the lesson plan format by using all the skills gained from Foundation of Education.</p>
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Assessment criteria: The student teacher should be able to prepare observational lessons.

Links to other Subjects: Foundation of education in TTCs.

Resources: Textbooks, internet and resource persons.

Subject: TEACHING METHOD AND PRACTICE OF SOCIAL STUDIES			Year:1	Option: SSE
TOPIC AREA: Teaching and learning methods and strategies for social studies in primary			Sub Topic: ...	
Unit 5:Non observational lessons			No. of periods:6	
Key Unit competence: The student teacher should be able to prepare non observational lessons.				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
-Recall of concepts/ content related to non observational lessons. - Select different techniques and strategies for facilitating non observational lessons.	-Apply different techniques and strategies for facilitating lessons related to non observational lessons -Apply different skills in making materials to facilitate lessons related to non observational lessons.	-Acknowledge the concept/ content related to non observational lessons. - Appreciate the effective use of different learning materials in teaching lessons related to non observational lessons.	Recall of concepts/ content related to non observational lessons. Techniques and strategies for facilitating lessons related to non observational lessons such as: testimonies from elders	In groups, the student- teachers are assigned readings of social studies in primary to recall the concepts/content of social studies related to History, Citizenship and social cohesion. Thereafter they make an essay followed by a presentation. In the same groups, the student-teachers will select, among many strategies and techniques learned in FOE year one, the strategies and techniques for facilitating lessons related to History, Citizenship and social cohesion. After they make a class presentation followed by harmonization.

<p>-Describe different generic competences and cross cutting issues related non observational lessons</p> <p>- Explain the procedure of fabricating materials in locally available materials to facilitate non observational lessons.</p> <p>- Explain the guidelines of setting assessment tasks related to non observational lessons.</p>	<p>-use the produced materials in teaching lessons related to non observational lessons.</p> <p>- Set assessment tasks related to non observational lessons.</p> <p>- Write a lesson plan of lessons related to non observational lessons.</p>		<p>and leaders, role play, group discussion and case study/scenario.</p> <p>Developing generic competences and crosscutting issues related to non observational lessons.</p> <p>Producing appropriate resources using low cost materials related to non observational lessons.</p> <p>Using available resources found in museum related to non observational lessons.</p> <p>Setting assessment tasks related to non observational lessons.</p> <p>Writing a lesson plan related to non observational lessons.</p>	<p>It will be the same as for generic competences and crosscutting issues related to non observational lessons.</p> <p>In TRC, the student teachers are provided different materials to make teaching and learning materials for teaching lessons related to non observational lessons</p> <p>-From knowledge gained from Foundation of education, the student teachers form groups and set tasks related non observational lessons.</p> <p>-In groups of five, the student teachers will be asked to fill the lesson plan format by using all the skills gained from Foundation of Education.</p>
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Assessment criteria: The student teacher should be able to prepare non observational lessons.

Links to other Subjects: Teaching methods and practice of other subject in TTCs and in Foundation of education.

Resources: Locally available resources, TRC manager, pencils, banana leaves, rice sacks, kindle.

Subject: TEACHING METHOD AND PRACTICE OF SOCIAL STUDIES			Year:1	Option: SSE
TOPIC AREA: Teaching and learning methods and strategies for social studies in primary			Sub Topic: ...	
Unit 6: Lessons related to Genocide studies				No. of periods:6
Key Unit competence: The student-teacher should be able to prepare an active lessons related to Genocide studies				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> -Recall of concepts/content related to Genocide studies. - Select different techniques and strategies for facilitating lessons related to Genocide studies. -Describe different generic competences and cross cutting issues related to Genocide studies - Explain the guidelines of setting assessment tasks related to Genocide studies 	<ul style="list-style-type: none"> - Apply different techniques and strategies for facilitating lessons related to Genocide studies. -use the produced materials in teaching lessons related to Genocide studies. 	<ul style="list-style-type: none"> - Acknowledge the concept/content related to Genocide studies. - Appreciate the effective use of different learning materials in teaching lessons related to Genocide studies. 	<ul style="list-style-type: none"> • Recall concepts/content related to Genocide studies • Techniques and strategies for facilitating lessons related to Genocide studies 	<p>In groups, the student- teachers are assigned readings of social studies in primary to recall the concepts/content of social studies related to Genocide studies. Thereafter they make an essay followed by a presentation.</p> <p>In the same groups, the student-teachers will select, among many strategies and techniques learned in FOE year one, the strategies and techniques for facilitating lessons related to Genocide studies. After they make a class presentation followed by harmonization.</p> <p>It will be the same as for generic competences and crosscutting issues related to Genocide studies.</p>

	<p>- Set assessment tasks related to lessons related to Genocide studies. -Write a lesson plan of lessons related to Genocide studies.</p>		<ul style="list-style-type: none"> • Developing generic competences and crosscutting issues related to lessons of Genocide studies • Using appropriate resources found in mobile exhibition and in memorial site • Setting assessment tasks related to lessons of Genocide studies. • Writing lesson plan of genocide studies lessons. 	<p>-From knowledge gained from Foundation of education, the student teachers form groups and set tasks related to lessons related to Genocide studies -In groups of five, the student- teachers will be asked to fill the lesson plan format by using all the skills gained from Foundation of Education.</p>
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Assessment criteria: The student-teacher should be able to prepare an active lessons related to Genocide studies

Links to other Subjects: Teaching methods and practice of other subject in TTCs and in Foundation of education.

Resources: Format of a lesson plan, papers, pens and rulers.

Subject: TEACHING METHODS AND PRACTICE OF SOCIAL STUIDES		Year:1		Option: SSE	
TOPIC AREA: Teaching practice			Sub Topic: ...		
Unit 7: Observation of model lessons related to social studies.				No. of periods:4	
Key Unit competence: The student teacher should be able to evaluate adequacy of teaching and learning strategies used during model lessons as student get familiar with teaching and learning environment					
Learning Objectives			Content	Learning Activities	
Knowledge and understanding	Skills	Attitudes and values			
-Identify and explain the steps of effective lesson. -Evaluate aspects of a classroom environment and teaching strategies in a lesson. -Assess the resources used in a lesson.	-Apply different teaching strategies and resources in a lesson. -Set a conducive classroom environment. -Follow steps of effective lesson.	-Appreciate the steps of effective lesson, teaching strategies and use of resources related to specific lesson. -	- Steps of effective lessons - Management of classroom. -Teaching strategies -Use of resources related to specific lesson. -Assessing a specific lesson -Setting a classroom environment.	The student teachers form six groups one to discuss steps of effective lesson, another on classroom management, teaching strategies used in lesson, use of resources related to the lesson assessment and the last on classroom environment. This will be followed by group presentation.	
Assessment criteria: The student teacher should be able to evaluate adequacy of teaching and learning strategies used during model lessons as student get familiar with teaching and learning environment.					
Links to other Subjects: All other teaching methods in TTCs and Foundation of Education					
Resources: Art manual, flip chart, rice sacks...					

Subject: TEACHING METHODS AND PRACTICE OF SOCIAL STUIDES		Year:1		Option: SSE	
TOPIC AREA: Teaching practice			Sub Topic: ...		
Unit 8: Micro-teaching				No. of periods: 6	
Key Unit competence: The student-teacher should be able to facilitate social studies lessons in a simulated context in Teacher Training College.					
Learning Objectives			Content	Learning Activities	
Knowledge and understanding	Skills	Attitudes and values			
-State the steps of a lesson. -Identify the guidelines of lesson observation -Provide constructive feedback.	-Implement the steps of lesson. -Evaluate and provide feedback of micro-teaching.	-Being attentive during micro-teaching -Exchange ideas during micro-teaching -Appreciate the ideas given during micro-teaching -Develop self confidence and self esteem	-Steps of a lesson -Observation of microteaching -Giving constructive feedbacks	-Student-teachers follow and answer teacher's questions Student-teachers provide comments after micro-teaching(strong points and areas to improve)	
Assessment criteria: The student-teacher should be able to facilitate social studies lessons in a simulated context in Teacher Training College.					
Links to other Subjects: All teaching methods in TTCs and foundation of Education.					
Resources: Maps, globe, charts, tactile maps, collected materials.					

5.2 .Social studies syllabus units for year two

5.2.1 Key competences at the end of year two

- Facilitate various social studies lessons in a demonstration schools

5.2.2 Syllabus units for year two

Subject: TEACHING METHODS AND PRACTICE OF SOCIAL STUIDES		Year:2	Option: SSE	
TOPIC AREA: Teaching practice		Sub Topic: ...		
Unit9 : Teaching practice			No. of periods: whole year	
Key Unit competence: The student teacher should be able to facilitate various social studies lessons in a demonstration schools				
Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
-Enumerate the elements of a lesson plan -State the steps of lesson delivery. -List the strategies of giving feed-backs.	-Prepare a lesson to be taught in a demonstration school. -Evaluate and provide constructive feedback after lessons' facilitation -Apply communication skills while teaching	-Being patient while teaching practice is taking place in demonstration school -Being a good time manager when delivering a lesson -Exchange ideas when providing feedback	-Preparation of lessons to be taught in a demonstration school -Facilitating lessons of social studies -Giving constructive feedbacks	-Individually, student-teachers prepare lessons to be taught in demonstration school. -Each student teacher facilitate lesson in demonstration school Student-teachers are not teaching, they observe lessons of their peers and provide comment(strong points and areas to improve)after

		<ul style="list-style-type: none"> -Appreciate the way others facilitate lessons -Develop self confidence and self esteem while facilitating lessons 		
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Assessment criteria: The student teacher should be able to facilitate various social studies lessons in a demonstration schools

Links to other Subjects: All teaching methods and practice in TTCs and foundation of education.

Resources: Maps, globe, charts, tactile maps, collected materials.

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ANNEX

7.1. Weekly time allocation for Teaching Methods and Practice (TMP)

Option	TMP Subjects	Number of period Year 1	Number of period Year 2, term 1
Language Education (LE)	1.English	2	
	2.Kinyarwanda	2	
	3. French	-	1
Social Studies education (SSE)	1.Social Studies and Religious Education	2	
	2. Fine Arts & Crafts	1	
	3. Music	-	1
	4.Physical education	1	
Science & Mathematics (SME)	1.Mathematics	2	
	2.SET	2 (Science component)	
		2 (ICT component)	
ECLPE	1.Physical Education	-	1
	2. SET		
	3. Kinyarwanda	1	-
	4. Mathematics	1	-
	5.English	1	-
	6. Social studies and Religious Education	-	1
	7.Music and Fine Art & Craft	-	1
	8.Pre-primary	4	

7.2. Teaching methods and practice of social studies overview

Topic areas	Subtopic Areas	General competences		
		Year one	Year two	Year three
1. Understanding the social studies syllabus for primary	Explain the essence of teaching social studies in primary and how the skills are used in everyday life.	.....	.....
	Differentiate available/possible learning and teaching resources required for the learning social studies in primary	.....	.....
2. Teaching and learning methods and strategies for social studies in primary	Use a combination of methods and strategies in a way that makes successful one's teaching social studies lessons	.....	.....
	Prepare a lesson of geographical nature	.....	.....
	Prepare an active lesson related to History, Citizenship and social cohesion	.....	.....
	Prepare an active lessons related to Genocide studies	.....	.....

3. Teaching practice	.....	Evaluate adequacy of teaching and learning strategies used during model lessons as student get familiar with teaching and learning environment	.....	.....
	.....	Facilitate social studies lessons in a simulated context in Teacher Training College.	.....	.....
	.....		Facilitate various social studies lessons in a demonstration schools	School attachment.