

CONTENT DISTRIBUTION IN SCHOOL YEAR 2022

Subject: HISTORY AND CITIZENSHIP S1-S3

Number of period per week: 2 periods

HISTORY AND CITIZENSHIP SENIOR 1

Term 1

Unit 1: HISTORICAL SOURCES (Periods : 5)		
Key unit Competence: To be able to analyze and critique historical sources of information		
Week	Contents	Periods
1	Definition of history	1
	Different sources of history	1
2	Different sources of history	1
	Importance of history	1
3	End unit assessment	1
Assessment criteria: Ability to differentiate historical sources of History		
Unit 2: ORIGIN AND EXPANSION OF RWANDA KINGDOM (Periods: 6)		
Key unit competence: To be able to describe the origin and expansion of Rwanda Kingdom		
Week	Contents	Periods
1	Origin of the Rwanda Kingdom	1
	Reasons for the expansion of the Rwanda kingdom	1
2	The important monarchies	2
3	Factors for the downfall of Rwanda kingdom	1
	End Unit assessment	1
Assessment criteria: Ability to describe the origin and the factors for the rise and downfall of the Rwanda kingdom		
Unit 3: ORGANIZATION OF PRE-COLONIAL RWANDA (Periods: 7)		
Key Unit Competence: To be able to describe the organization of pre-colonial Rwanda.		
Week	Contents	Periods
1	Social organization of the Rwandan traditional society	1
	Cultural organization	1
2	Political and military organization	2
3	Economic organization	2
4	End Unit assessment	1
Assessment criteria: Ability to describe the organization of the pre- colonial Rwanda.		
Unit 4: GENOCIDE AND ITS FEATURES (Periods: 5)		
Key unit competence: To be able to describe genocide and other mass crimes		
Week	Contents	Periods
1	Meaning of genocide	1
	Features of genocide	1
2	Genocide and other mass crimes	2

3	End Unit assessment	1
Assessment criteria: Ability to differentiate between genocide and other mass crimes.		

Term 2

Unit 5: EVOLUTION OF HUMANKIND (PERIODS: 6)		
Key unit competence: To be to analyze how mankind evolved, developed and settled in different parts of Africa		
Week	Contents	Periods
1	Origin of mankind	2
2	Evolution of humans	1
	Discoveries made in stone age period	1
3	Discoveries made in stone age period	1
	End Unit assessment	1
Assessment criteria: Ability to analyze how mankind evolved, developed and settled in different parts of Africa		
Unit 6: EGYPTIAN CIVILIZATION (Periods: 6)		
Key unit competence: To be able to explain the importance of early Egyptian civilization to the modern world		
Week	Contents	Periods
1	Meaning and components of civilization	1
	Origin and periods of Egyptian history	1
2	Origin and periods of Egyptian history	1
	Contribution of Egyptian civilization to the modern world	1
3	Contribution of Egyptian civilization to the modern world	1
	End Unit assessment	1
Assessment criteria: Ability to evaluate the significance of the ancient Egyptian civilization to the modern world.		
Unit 7: TRANS SAHARAN TRADE (Periods: 6)		
Key unit competence: To be able to describe the development and decline of Trans Saharan Trade		
Week	Contents	Periods
1	Factors for the rise of Trans Saharan Trade	1
	Effects of the Trans Saharan Trade	1
2	Effects of the Trans Saharan Trade	1
	Decline of Trans Saharan Trade	1
3	Decline of Trans Saharan Trade	1
	End Unit assessment	1
Assessment criteria: Ability to understand the rise, effects and decline of Trans Saharan Trade.		

UNIT 8: TRANS-ATLANTIC SLAVE TRADE (TRIANGULAR TRADE) (Periods: 4)

Key unit competence: To be able to analyze the growth and effects of the Trans-Atlantic Slave Trade

Week	Contents	Periods
1	Factors for the rise, growth and development of Trans-Atlantic Slave trade	2
2	Effects of Trans-Atlantic Slave Trade	1
	End Unit assessment	1

Assessment criteria: Ability to explain the factors for the growth and effects of the transatlantic slave trade.

Term 3

Unit 9: CONCEPT OF HUMAN RIGHTS, CITIZEN DUTIES AND RESPONSIBILITIES AND WAYS OF PREVENTING HUMAN RIGHTS VIOLATIONS (Periods:5)

Key unit competence: To be able to explain the concept of Human Rights, citizen duties and responsibilities and suggest ways of preventing Human Rights violations

Week	Contents	Periods
1	Concept of Human Rights	1
	Showing concern for Human Rights violation	1
2	Ways of preventing Human Rights violations	1
	Citizen duties and responsibilities	1
3	End unit assessment	1

Assessment criteria: Ability to explain the concept of Human Rights, citizen duties and suggest ways of preventing Human Rights violation.

Unit 10: FORMS AND PRINCIPLES OF DEMOCRACY (Periods: 4)

Key unit competence: To be able to explain forms and principles of democracy

Week	Contents	Periods
1	Definition of democracy	1
	Principles of democracy	1
2	Forms of democracy	1
3	End unit assessment	1

Assessment criteria: Ability to explain how democracy works, its forms and principles

Unit 11: FORMS, CAUSES AND CONSEQUENCES OF CONFLICTS AND VIOLENCE (Periods: 5)

Key unit competence: To be able to analyze forms, causes and consequences of conflict and violence

Week	Contents	Periods
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1	Forms of conflict and violence	1
	Causes of conflict and violence	1
2	Consequences conflict and violence	1
	Conflict transformation	1
3	End unit assessment	1

Assessment criteria: Ability to analyze forms, causes and consequences of conflict and violence

Unit 12: DIGNITY AND SELF-RELIANCE IN RWANDAN SOCIETY (PERIODS: 5)

Key unit competence: To be able to explain dignity and self-reliance and their implications for Rwandan society

Week	Contents	Periods
1	Dignity and self-reliance	1
	Measures put in place by the government of Rwanda to achieve self-reliance	1
2	Measures put in place by the government of Rwanda to achieve self-reliance	1
	Implication of dignity and self-reliance on Rwandan society	1
3	End unit assessment	1

Assessment criteria: Ability to explain dignity and self-reliance and their implications for Rwandan society

Unit 13: CONCEPT OF DISABILITY AND INCLUSIVE EDUCATION (Periods: 4)

Key unit competence: To able to understand the concept of disability, types of disability and explore attitude towards people with disability in Rwanda.

Week	Contents	Periods
1	Concept and types of disability	1
	Consequences of disability	1
2	Measures to prevent disability	1
	End unit assessment	1

Assessment criteria: Ability to understand the concept of disability and types of disability and explore attitudes towards people with disability in Rwanda.

UNIT 14: FAMILY AND PERSONAL VALUES (Periods: 3)

Key unit competence: To be able to examine the relationship between values and behavior of a person and make consistent decisions with individual values.

Week	Contents	Periods
1	Definition of values	1
	Sources of values	1
2	End unit assessment	1

Assessment criteria: Ability to explain the sources of values.

HISTORY AND CITIZENSHIP SENIOR 2

Term 1

Unit 1: GERMAN AND BELGIAN COLONIZATION OF RWANDA(1897-1962) (Periods: 10)

Key Unit Competence: To be able to explain the causes and impact of German and Belgian colonization of Rwanda.

Week	Contents	Periods
1	Causes of German and Belgian colonisation of Rwanda	1
	German Colonisation of Rwanda	1
2	German administration and its impacts	1
	Reforms introduced by Belgians	1
3	Reforms introduced by Belgians	2
4	Reforms introduced by Belgians	2
5	Effects of Belgian colonization	1
	End unit assessment	1

Assessment criteria: Ability to contrast the causes and impact of German and Belgian colonization.

Unit 2: CAUSES AND COURSE OF THE 1994 GENOCIDE AGAINST THE TUTSI (Periods:5)

Key Unit Competence: To be able to explain the causes and to describe the course of 1994 genocide against the Tutsi.

Week	Contents	Periods
1	Causes of the genocide against the Tutsi	1
	Planning and execution of the 1994 genocide against the Tutsi	1
2	Planning and execution of the 1994 genocide against the Tutsi	1
	Role played by RPF/RPA in stopping the 1994 genocide against the Tutsi	1
3	End unit assessment	

Assessment criteria: Ability to explain the causes and to describe the course of genocide against the Tutsi.

Unit 3: KINGDOMS OF EAST AND CENTRAL AFRICA (Periods: 5)

Key Unit Competence: To be able to describe the rise and decline of kingdoms in East and Central Africa: case study of Buganda and Kongo kingdoms.

Week	Contents	Periods
1	Factors for the rise of Buganda kingdom	1
	Factors for the rise of Kongo kingdom	1
2	Factors for the decline of Buganda	1
	Factors for the decline of Kongo kingdom	1
3	End unit assessment	1

Assessment criteria: Ability to explain the rise and decline of kingdoms in East and Central Africa (Buganda and Kongo).

Unit 4: LONG DISTANCE TRADE (Periods: 4)

Key Unit Competence: To be able to explain the rise, decline and effects of Long Distance Trade.

Week	Contents	Periods
1	Factors for the rise of the Long Distance Trade	1
	Reasons for the decline of Long Distance Trade	1
2	Effects of Long Distance Trade	1
	End unit assessment	1

Assessment criteria: Ability to explain effectively the rise, decline and effects of the Long Distance Trade.

Term 2

Unit 5: EXPLORATION OF AFRICA (periods: 6)

Key Unit Competence: To be able to explain the causes and consequences of exploration of Africa.

Week	Contents	Periods
1	Different European explorers and their routes	2
2	Causes of exploration	1
	Consequences of exploration	1
3	Problems faced by explorers in Africa	1
	End unit assessment	1

Assessment criteria: Ability to explain different causes and consequences of exploration of Africa.

Unit 6: EUROPEAN COLONIZATION OF AFRICA (Periods: 8)

Key Unit Competence: To be able to evaluate causes and consequences of European colonization of Africa.

Week	Contents	Periods
1	Causes of European colonisation of Africa	1
	Methods of colonial conquest of Africa	1
2&3	Colonial systems of Administration	4
4	Consequences of European colonization	1
	End unit assessment	1

Assessment criteria: Ability to evaluate the European colonization of Africa and its consequences.

Unit 7: AFRICAN RESPONSE TO COLONIAL CONQUEST (Periods : 7)

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

Week	Contents	Periods
1	Forms of African response towards European colonial conquest	1

	Types /Methods of resistances	1
2	Causes and consequences of African resistances	1
	Causes and effects of Samoure Toure resistance	1
3	Causes and effects of Maji maji rebellion	1
	Forms of collaboration (eg: Mutesa of Buganda)	1
4	End unit assessment	1

Assessment criteria: Ability to analyze the varied African responses to colonial conquest.

Unit 8: INDUSTRIAL REVOLUTION (Periods: 5)

Key Unit Competence: To be able to explain the causes and consequences of the industrial revolution, technical inventions and their inventors.

Week	Contents	Periods
1	Factors that led to the industrial revolution	1
	Technical inventions and their inventors	1
2	Technical inventions and their inventors	1
	Effects of industrial revolution	1
3	End unit assessment	1

Assessment criteria: Ability to explain the causes and effects of the industrial revolution in Europe and the rest of the world.

Term 3

Unit 9: CAUSES AND IMPACT OF THE AMERICAN REVOLUTION (Periods:4)

Key Unit Competence: To be able to explain the causes and impact of American revolution.

Week	Contents	Periods
1	Causes of American Revolution	1
	Causes of American Revolution	1
2	Consequences of American Revolution	1
	End unit assessment	1

Assessment criteria: Ability to make judgments about the causes and effects of the American Revolution.

Unit 10. RIGHTS, DUTIES AND OBLIGATIONS (Periods : 4)

Key Unit Competence: To be able to analyze obligations of the State and duties of a citizen in the Rwandan situation

Week	Contents	Periods
1	Duties of a citizen toward his/her nation	1
	Obligations of the state towards its population	1
2	How duties and obligations are balanced in Rwanda	1
	End unit assessment	1

Assessment criteria: Ability to analyze how rights are balanced by obligations and duties and relate this to the situation in Rwanda.

Unit 11: STATE AND GOVERNMENT (Periods: 5)

Key Unit Competence: To be able to explain the role and functions of the state and government.

Week	Contents	Periods
1	Definition of state and government	1
	Difference between state and government	1
2	Types of state and basic forms of government	1
	Organs, role and functions of the state and government	1
3	End unit assessment	1

Assessment criteria: Ability to explain role and functions of state and government.

Unit 12: SOCIAL COHESION (Periods: 4)

Key Unit Competence: To be able to analyze how people can live together in harmony.

Week	Contents	Periods
1	Factors influencing social cohesion	1
	Challenges to social cohesion	1
2	Importance of living together in harmony	1
	End unit assessment	1

Assessment criteria: Ability to analyze how people can live together in harmony.

Unit 13: HINDRANCES TO DIGNITY AND SELF-RELIANCE IN RWANDAN SOCIETY (Periods:3)

Key Unit Competence: To be able to identify the hindrances to dignity and self-reliance in Rwandan society.

Week	Contents	Periods
1	Types of hindrances to dignity and self-reliance	1
	Importance of dignity and self-reliance in Rwandan society	1
2	End unit assessment	1

Assessment criteria: Ability to identify hindrances to dignity and self-reliance in Rwandan society.

Unit 14: FAMILY AND PERSONAL VALUES (Periods:3)

Key Unit Competence: Examine the conflicts and misunderstanding in the family and the importance of dialogue between parents and children.

Week	Contents	Periods
1	Conflicts and misunderstanding between parents and children	1
	Importance of parent child dialogue and developing respect for each other 1	1
2	End unit assessment	1

Assessment criteria: Ability to analyze correctly a case study/scenario on possible conflicts between parents and children's values and propose relevant solutions.

HISTORY AND CITIZENSHIP SENIOR 3

Term 1

UNIT 1: INDEPENDENT RWANDA (Periods: 7)		
Key Unit Competence: To be able to explain the political, economic and socio-cultural changes in the First, the Second Republic, and the causes, consequences of the Liberation war in Rwanda (1990-1994).		
Week	Contents	Periods
1&2	Major changes that took place in the first and second Republics	4
3	Root causes, course, effects of the liberation war in Rwanda (1990-1994)	2
4	End Unit assessment	1
<i>Assessment criteria: Ability to explain the changes that took place in the first and second Republics and causes and effects of liberation war in Rwanda (1990-1994).</i>		
Unit 2: CONSEQUENCES OF THE 1994 GENOCIDE AGAINST THE TUTSI (Periods: 6)		
Key Unit Competence: To be able to examine the consequences of genocide against the Tutsi and how society has been re-built.		
Week	Contents	Periods
1	Consequences of genocide against the Tutsi	1
	Measure taken by the governments to re-build Rwandan society	1
2	Achievements of the Government of Rwanda after the genocide against the Tutsi	2
3	Challenges encountered in re-building Rwanda	
	End Unit assessment	1
<i>Assessment criteria: Ability to examine the consequences of genocide against the Tutsi and how the Rwandan society has been re-built.</i>		
Unit 3: COLONIAL REFORMS AND THEIR CONSEQUENCES ON AFRICAN SOCIETIES (Periods : 4)		
Key Unit Competence: To be able to evaluate political, economic and socio-cultural colonial reforms and their consequences on African societies.		
Week	Contents	Periods
1	Political, economic and socio-cultural colonial reforms	2
2	Consequences of these reforms on African societies	1
	End Unit assessment	1
<i>Assessment criteria: Ability to evaluate the different political, economic and social colonial reforms and their consequences on African societies</i>		
Unit 4: CAUSES OF DECOLONIZATION IN AFRICA: CASE STUDY OF GHANA AND KENYA (Periods :5)		
Key Unit Competence: To be able to examine causes and consequences of decolonization in Africa (Case Study; Ghana and Kenya).		
Week	Contents	Periods

1	Causes of decolonization of Africa	2
2	Case Study: Ghana and Kenya	2
3	End Unit assessment	1
Assessment criteria: Ability to examine the causes and consequences of decolonization of Africa.		
Unit 5: ANALYZE THE 1789 FRENCH REVOLUTION (Periods:4)		
Key Unit Competence: To be able to explain the causes and consequences of the 1789 French Revolution		
Week	Contents	Periods
1	Causes of French Revolution	2
2	Effects of French Revolution	1
	End Unit assessment	1
Assessment criteria: Ability to explain the causes and effects of French Revolution		

Term 2

Unit 6: CAUSES AND EFFECTS OF THE FIRST WORLD WAR (Periods:8)		
Key Unit Competence: To be able to explain the causes and effects of the First World War.		
Week	Contents	Periods
1	Causes of the First World War	2
2	Effects of the First World	1
	Versailles Treaty	1
3	Versailles Treaty	1
	League of Nations	1
4	League of Nations	1
	End Unit assessment	1
Assessment criteria: Ability to correctly understand the causes and effects of the First World War.		
Unit 7: BETWEEN TWO WARS (Periods: 8)		
Key Unit Competence: To be able to explain the causes and effects of the 1929 economic crisis and the rise of totalitarian regimes in Europe: Fascism and Nazism		
Week	Contents	Periods
1-2	Causes , effects and measures to overcome the World Economic Crisis of 1929-1933	4
3&4	Totalitarian regimes in Europe: Fascism and Nazism	3
	End Unit assessment	1
Assessment criteria: Ability to explain the causes, consequences of the totalitarian regimes and economic crisis.		
Unit 8: CAUSES AND EFFECTS OF THE SECOND WORLD WAR (Periods:4)		
Key Unit Competence: To be able to explain the causes and effects of the Second World War.		

Week	Contents	Periods
1	Causes of the Second World War	2
2	Effects of the Second World War	1
	End Unit assessment	1
Assessment criteria: Ability to correctly understand the causes and effects of the Second World War.		
Unit 9: NATIONAL AND INTERNATIONAL HUMAN RIGHTS INSTRUMENTS AND THE PROTECTION OF HUMAN RIGHTS (Periods:5)		
Key Unit Competence: To be able to analyse the effectiveness of national and international Human Rights instruments and ways in which Human Rights can be protected in the context of democracy.		
Week	Contents	Periods
1	National and international Human Rights and instruments	2
2	Effectiveness of national and international Human Rights instruments	1
	Ways Human Rights can be protected in the context of democracy	1
3	End Unit assessment	1
Assessment criteria: Ability to analyze the effectiveness of national and international Human Rights instruments and ways in which Human Rights can be protected in the context of democracy.		

Term 3

Unit 10: DEMOCRATIZATION PROCESS (Periods:3)		
Key Unit Competence: To be able to describe the democratization process in Rwanda.		
Week	Contents	Periods
1	- Process of democratization and Indicators of democratization	1
2	- Indicators of democratization	1
	- Comparison of the democratization in Rwanda and the sub-region	
3	End Unit assessment	1
Assessment criteria: Ability to describe the democratization process in Rwanda.		
Unit 11: IDENTIFY RWANDANS IN REFERENCE TO REGIONAL GROUPINGS (Periods:3)		
Key Unit Competence: To be able to evaluate Rwandans in reference to regional groupings.		
Week	Contents	Periods
1	Understand oneself in reference to Rwanda and East Africa	1
	The importance of regional integrating in East Africa	
2	End Unit assessment	1
Assessment criteria: Ability to evaluate the importance of regional integration.		

Unit 12: NATIONAL LAWS IN CONFLICT TRANSFORMATION (Periods:3)		
Key Unit Competence: To be able to assess how national laws leads to conflict transformation.		
Week	Contents	Periods
1	Conflict transformation and Sources of Rwandan codes and laws	1
	Legal mechanism and organs vis-a- vis conflict transformation	1
2	End Unit assessment	1
Assessment criteria: Ability to assess how conflict transformation is provided in Rwandan law.		
Unit 13: FACTORS FOR NATIONAL INDEPENDENCE (Periods:4)		
Key Unit Competence: To be able to examine the factors for national independence		
Week	Contents	Periods
1	Political factors for national independence	1
	Economical and socio-cultural factors for national independence	1
2	Promoting and sustaining self-reliance	1
	End Unit assessment	1
Assessment criteria: Ability to examine the factors for national independence.		
Unit 14: CONCEPT OF DISABILITY AND INCLUSIVE EDUCATION (Periods:4)		
Key Unit Competence: To be able to differentiate special needs education and inclusive education and appreciate the impact of inclusive education.		
Week	Contents	Periods
1	Definition of special needs education and children with special needs and ways to help children with special needs	1
	Definition of the concepts: inclusive education, exclusion, inclusion and integration	1
2	Impacts of inclusive education	1
	End Unit assessment	1
Assessment criteria: Ability to differentiate special needs education and inclusive education and appreciate impacts of inclusive education.		
UNIT 15: TOLERANCE AND RESPECT (Periods:4)		
Key Unit Competence: To be able to recognize and respond to the effects of bias, prejudice, intolerance and stigma on individual and family.		
Week	Contents	Periods
1	Definition of the concepts: bias, prejudice, stigma, intolerance, harassment, rejection and bullying	1
	Impact of bias, prejudice, stigma, intolerance on healthy relationships among peers, people living with HIV/AIDS, people with disabilities, people who are perceived to be different, etc.	1
2	The emotional, economic, physical and social consequences of prejudice, stigma, harassment and rejection	1
	End Unit assessment	1

Assessment criteria: Ability to analyze and take part in a case study/scenario on bias and discrimination, make a judgment if the action taken was appropriate and propose alternative actions.