SOCIAL STUDIES

EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION

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FOREWORD

Rwanda Education Board is honored to avail Social studies Syllabus for Teacher Training Colleges (TTCs). This document serves as official guide to teaching and learning 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 labour 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 for the changes in the curriculum 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, IEE, USAID/Soma Umenye, Save the Children and Right To Play for their financial support.

I take this opportunity to call upon all educational stakeholders to bring in their contribution for successful implementation of this Syllabus.

Dr. MBARUSHIMANA Nelson
Director General

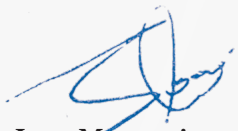
ACKNOWLEDGEMENT

I wish to sincerely express my special appreciation to the people who played a major role in development 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 took over 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 and Teachers from secondary general Education 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



Joan Murungi,
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1. 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. .. Instill into Rwandans the love of a job well done, the value of hard work, punctuality and promotion of competence
7. Train the Rwandan 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.

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 of Competences of Primary Teacher Education in the Republic of Rwanda

As stated earlier, 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 Social Studies syllabus is developed for TTC student-teachers in the option of Early childhood and Lower Primary 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 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 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 Social Studies in different contexts, and see its importance in daily life. Tutors should help the student- teachers appreciate the relevance and benefits for studying Social Studies.

The learning of the student teacher is influenced by many factors such as curriculum relevance, necessary and sufficient pedagogical approach by tutors, assessment strategies and sufficient instructional materials. With review of the 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 and primary education. 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 Social studies

Social studies subject deals with human beings, the world they live in, their behavior, growth and development, organization, relationships and resources. It is a vital subject for student-teachers in Rwanda which provides them with the basic knowledge, skills, values and attitudes for their profession, continue for further studies, make informed decisions and positively participate in society.

Social studies is also designed to increase various skills and abilities such as critical and analytical examination of the causes and effects of economic, geographical and historical phenomena both locally and globally. It has the ability to challenge student-teachers in various current political, socio economic and geographical issues to which they propose solutions as active members of the society. For example, they understand how different societies are structured, managed and governed, thus appreciate their place in the world by developing universal understanding of their environment and the interrelationship which exists between the natural and human habitats. Hence, it prepares them to be productive and successful citizens.

1.4.1. Social studies and Society

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

1.4.2. Social Studies and Student Teachers

Student -teachers need enough basic competences to be effective members of Rwandan society including the ability to equip 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 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 language and 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 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 student teachers opportunity to develop different basic competences as well as the generic competences.

Broad subject competences are highlighted and broken into key competences for each year, these are further broken into key unit competences which are finally split 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 equiped 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 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 teachers globally should have. All teachers in Rwanda should have the six characteristics listed below:

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

The teacher 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 the subject area.

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- **The teacher as an educator**

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

- **The teacher as subject expert**

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

The teacher as a subject expert knows and uses appropriate methods/techniques to assess students and give constructive feedback to the whole class. The teacher is able to link the content of her/his subject specialization with Education.

- **The teacher as a communicator**

The professional teacher displays a good example in expressing him/herself, stimulates and enhances positive and clear communication between him/herself and the students, between the students, college community and the wider society. A good communicator is open-minded and respects diversity within and around the college. This requires students to communicate in the 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 or playground) is well maintained and conducive for expected learning outcomes. This requires the teacher to be equipped with managerial skills

- **The teacher as an innovator, researcher and reflective practitioner**

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

The acquisition of such skills will require teachers 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 lifelong learners.

1.5.3. Broad social studies competences

At the end of the three years the student teacher should be able to:

- Grow up as active, competent, responsible, and reflective members of society.
- Demonstrate perfect awareness of issues affecting society, locally, regionally and internationally and take positive and actions to provide solutions as responsible citizens.
- Develop a strong curiosity about real-world concerns and be proactive in solving historical, geographical and economic issues.
- Appreciate the Rwandan socio-cultural heritage and take positive actions to maintain the Rwandan image in the world.
- Discern and provide well-reasoned opinions, and explain their reasons on issues of historical, geographical and economic phenomena.
- Be creative and innovative in addressing common issues and challenges pertaining to the rapidly advancing technology and science for sustainable development.
- Become competent with a wide range of skills and active techniques necessary to teach Social studies subject in primary schools in local, regional and international education contexts.

1.5.4. Subject 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.

The student teacher 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 develop 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 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, they move in their understanding from simple to complex.
- Student teachers work on one competence at a time to form 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 should be cooperative: they 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, and conflict solver,

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.

Participants ensure the effective contribution of each member, through clear explanation and argumentation to improve the English literacy, to develop sense of responsibility, and to increase the self-confidence and the public speech ability.

2.3. Special Needs and Inclusive Education 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 needs 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

There are two major types of assessment namely formative and summative assessments. Any form of assessment should reflect the three domains of learning, which are Cognitive, Psychomotor and Affective.

- 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 behaviour? 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 Assessment

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. College summative assessment average scores for the subjects which are examined at the national level will be weighted and included in the final national examinations grade. For the subjects which are not examined externally the grade should be part of the continuous assessment reflected in the student's transcript.

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:

- Relevant textbooks and written materials
    - History of Rwanda.
    - Geographical and Historical maps.
- Physical, human and economic wall maps of Rwanda, different continents and the world.
- Textbooks, reference books, newspapers, maps, atlas, charts and globes.
- Software materials: computer, video clips, projector and internet.
- Photographs (ground, aerial and oblique).
- Models from the local environment (rocks, minerals, soils samples).
- Ordinary Survey Maps (O.S.M).
- Measuring instruments like rain gauge, thermometer, barometer, hygrometer, wind vane, anemometer, compass, clinometers and GPS.
- Stationary like manila papers, flip charts, etc.
- Adaptive materials like tactile and talking materials like talking globe, tactile maps, tactile illustrations, brailed equipment and materials.

- **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 and Geography.
- 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 resources

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

- Have at least A0 degree in Social studies education or History-Geography with Education from a recognized teaching Institution of Higher learning.
- Proper use of the text books, teachers' guide, historical information that is 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.

5. SYLLABUS UNITS

5.1. Social studies syllabus units for year one

5.1.1. Key Competences for end of Year One

- Explain the overview and the relationship between the components of social studies
- -Explain the earth movements and their effects.
- Analyze the formation of major relief regions of Rwanda and their effects on human activities
- Compare different types of rocks in Rwanda and their importance.
- Compare different types of soils of Rwanda and assess their importance.
- Analyze the climate of Rwanda and the impact of climate change on human activities.
- Appreciate the importance of different vegetation types and their conservation in Rwanda
- Analyze the drainage system of Rwanda and its relationships with human activities.
- Analyze the political, social and economic organization of pre-colonial Rwanda
- Evaluate the performance of the German and Belgian rules in Rwanda
- Evaluate the process of independence in Rwanda

5.1.2. Syllabus units for year One

<table>
<tr><td colspan="2">Subject: SOCIAL STUDIES</td><td>Year:1</td><td colspan="2">Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION</td></tr>
<tr><td colspan="2">TOPIC AREA: The concept of social studies</td><td colspan="3">Sub Topic: ……..</td></tr>
<tr><td colspan="4">Unit 1: GENERAL INTRODUCTION TO SOCIAL STUDIES</td><td>No. of periods:3 periods</td></tr>
<tr><td colspan="5">Key Unit competence: The student-teacher should be able to explain the components of social studies and evaluate its importance.</td></tr>
<tr><td colspan="3">Learning Objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– Give the meaning of social studies
– Explain the components of social studies and their relationship
– Explain the importance of studying social studies.</td><td>– Analyze the components of social studies.
– Evaluate the importance of social studies in different contexts.</td><td>– Acknowledge the relationship among the components of
– social studies.
– Appreciate the importance of studying social studies.</td><td>– Meaning of social studies
– Components of social studies
– Relationship among the components of social studies
– Importance of learning social studies</td><td>– Through Think Pair Share, the students-teachers come up with the meaning of social studies.
– The student- teachers discuss in groups the relationship among the components of social studies.
– The student-teachers use internet, media, textbooks and resource persons and come up with the importance of studying social studies.</td></tr>
<tr><td colspan="5">Assessment criteria: The student-teacher is able to explain correctly the components of social studies and evaluate its importance.</td></tr>
<tr><td colspan="5">Links to other Subjects :This unit is linked to social studies in primary schools, social environment in pre- primary and teaching methods and practice of social studies in TTCs.</td></tr>
<tr><td colspan="5">Ressources: Textbooks, internet, ressource persons, charts, etc.</td></tr>
</table>

Subject: SOCIAL STUDIES	**Year:1**	Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION
TOPIC AREA: GEOGRAPHY	**Sub Topic**: Physical geography	
Unit 2: UNIVERSE AND THE SOLAR SYSTEM.		**No. of periods**: 5 periods
Key Unit competence: The student-teacher should be able to differentiate the components of the universe and solar system, and explain the effects of the earth movements		

Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	Skills	Attitudes and values		
– Identify the components of the universe and the solar system. – Identify the planets in the solar system. – State the effects of the earth's movements.	– Describe the planets of the solar system. – Explain the consequences of the earth's movements	– Respect the earth and appreciate the need for the sustainable practices to protect the environment. – Appreciate uniqueness of the earth in relation to the other planets. - Appreciate the importance of the earth's movements.	– The Universe: – Definition of the universe. – Components of the universe. The solar system: – Components of the solar system – Earth: peculiar elements of the earth i.e. atmosphere, biosphere, hydrosphere and lithosphere.	– In groups, student-teachers are brainstormed about the meaning and the components of the universe and harmonization of findings. – Using internet, textbooks, globe and different photos, student-teachers identify the planets in the solar system and the elements of the Earth. – Using a clock, a movie, student-teachers, explain the consequences of the Earth movement.

			- Earth's movements:
			  - Rotation and its effects,
			  - Revolution and its effects.	

Assessment criteria: The student-teacher is able to differentiate the components of the universe and solar system, and explain the effects of the earth movements accurately.				
Links to other Subjects: This unit is linked to social studies in primary schools.				
Resources: Internet, textbooks, globe and different photos and movies.				

Subject: SOCIAL STUDIES	**Year:1**	Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION
TOPIC AREA: GEOGRAPHY	**Sub Topic**: Physical geography	
Unit 3:FORMATION OF RELIEF FEATURES OF RWANDA		**No. of periods:**7
Key Unit competence: The student-teacher should be able to explain the formation major relief regions of Rwanda and evaluate their effects on human activities.		

Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	Skills	Attitudes and values		
– Locate Rwanda in Africa. – State the area of Rwanda in terms of land and water surface area. – Describe the population composition and the administrative divisions of Rwanda. – Locate the major relief regions of Rwanda. – Identify the major relief features of Rwanda using a map. – Give the importance of the relief features of Rwanda.	– Observe the map of Rwanda and write down the geographical coordinates and the neighbouring countries. – Draw a sketch map of Rwanda and locate the political divisions. – Differentiate among the major relief regions of Rwanda on the map. – Describe the formation of different relief features of Rwanda. – Investigate the importance of different relief features of Rwanda.	– Appreciate the natural beauty and the location of Rwanda. – Contribute to the national policy of maintaining a healthy environment in the country. – Appreciate the importance of different relief features of Rwanda. – Show concern for the causes and the effects of soil	– General presentation of Rwanda. – The relief regions of Rwanda. – Problems related to the relief features of Rwanda. – Importance of the relief features to the development of Rwanda.	– Use a map of Africa to locate Rwanda and write down the neighbouring countries. – In groups, identify that Rwanda is landlocked and consider the impacts of this. – Write down the findings from the group discussions and make a class presentation. – Use a map of Rwanda to locate and identify the administrative divisions. – In a field work tour, observe and record the major relief features of Rwanda. – In group presentations locate the different relief features using a sketch map of Rwanda.

– Identify the problems related to the relief features of Rwanda.	– Explain major problems related to the relief features of Rwanda and suggest solutions	– erosion, and show continual desire to minimise the dangers of soil erosion.		– In a group work, discuss the importance of different relief features of Rwanda and present the findings to the class. – In a field work study, find out the areas affected by the soil erosion and weathering, and write a report of the findings.
Assessment criteria: The student-teacher is able to correctly describe and explain the location, area, political divisions and some population characteristics of Rwanda; explain the processes responsible for evolution of different relief features and evaluate their effects on the human activities..				
Links to other Subjects : This unit is linked to social studies in primary schools				
Resources: Geographical documents, journals, maps, photographs, local environment, concrete objects, recorders, internet, statistical and fieldwork materials and equipment. Talking and tactile materials like tactile maps, smart talking globes, smart tactile atlas and brailed textbooks.				

<table>
<tr><td colspan="2">Subject: SOCIAL STUDIES</td><td colspan="2">Year:1</td><td>Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION</td></tr>
<tr><td colspan="2">TOPIC AREA: GEOGRAPHY</td><td colspan="3">Sub Topic: Physical geography</td></tr>
<tr><td colspan="4">Unit 4: Rocks in Rwanda</td><td>No. of periods:3</td></tr>
<tr><td colspan="5">Key Unit competence: The student-teacher should be able to compare major types of rocks in Rwanda and evaluate their importance.</td></tr>
<tr><td colspan="3">Learning Objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– Identify different types of rocks in Rwanda.
– Give characteristics
– of rocks in Rwanda.
– Identify the importance of rocks.</td><td>– Explain the physical properties of the rocks.
– Apply knowledge to categorise different types of rocks found in Rwanda, their characteristics and their importance.</td><td>– Appreciate different types of rocks found in Rwanda.
– Appreciate the importance of rocks in Rwanda.</td><td>– Classification of rocks in Rwanda.
– Characteristics of rocks
– Importance of rocks in Rwanda</td><td>– In field study, observe different types of rocks and write down the findings.
– In groups, discuss the findings and make a class presentation.
– Use the geographical documents and internet to research on the classification and characteristics of rocks in Rwanda. Write down the findings.
– In groups, discuss and present the findings on the rocks
– Using internet and textbooks, do research on the importance of rocks and record the findings.
– In groups, discuss the findings and make a class presentation followed by question and answer.</td></tr>
<tr><td colspan="5">Assessment criteria: The student- teacher is able to correctly compare major types of rocks in Rwanda and evaluate their importance.</td></tr>
<tr><td colspan="5">Links to other subjects:It is linked to social studies subject in primary schools and to integrated sciences subject in TTCs</td></tr>
<tr><td colspan="5">Resources: Text books/ brailed textbooks, maps , atlases, tactile and talking materials, photographs, internet/Jaws software, local environment, rock samples.</td></tr>
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<tr><td colspan="2">Subject: SOCIAL STUDIES</td><td>Year:1</td><td colspan="2">Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION</td></tr>
<tr><td colspan="2">TOPIC AREA: GEOGRAPHY</td><td colspan="3">Sub Topic: Physical geography</td></tr>
<tr><td colspan="4">Unit 5: Soils in Rwanda</td><td>No. of periods:5</td></tr>
<tr><td colspan="5">Key Unit competence:The student-teacher should be able to compare major types of soil in Rwanda and assess their importance</td></tr>
<tr><td colspan="3">Learning Objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– State the different types of soils in Rwanda.
– Identify the causes and the effects of soil erosion in Rwanda.
– Outline the appropriate soil conservation measures in Rwanda.</td><td>– Research on the different types of soils in Rwanda and where they are located.
– Explain the causes and effects of soil erosion and suggest soil conservation measures.</td><td>– Appreciate the value of different types of soils in Rwanda.
– Show concern for the causes and the effects of soil erosion.
– Appreciate the importance of soil conservation in Rwanda.</td><td>– Definition of soil.
– Types of soils
– Soil erosion in Rwanda (types, causes and the effects, e.g. landslides).
– Soil conservation and the management measures in Rwanda.</td><td>– In field study, observe different types of soils and write down findings.
– Use a map of soils, atlases, internet and other geographical documents to locate and identify different types of soils in Rwanda and write down the findings.
– In groups, discuss the findings and
– make a class presentation supported by interactive Questions and Answers
– Use a range of geographical documents and internet to find the causes and the effects of soil erosion and the conservation measures in Rwanda. Write down the findings.
– In groups, discuss the findings and make class presentation.</td></tr>
<tr><td colspan="5">Assessment criteria:The student-teacher should be able to correctly compare major types of soil in Rwanda and assess their importance</td></tr>
<tr><td colspan="5">Links to other Subjects: This topic is linked to Social studies subject in primary schools and Integrated sciences in TTCs</td></tr>
<tr><td colspan="5">Resources: Geographical documents, maps, tactile and talking materials, photographs, internet, local environment, soil samples.</td></tr>
</table>

Subject: SOCIAL STUDIES	**Year:1**	Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION
TOPIC AREA: GEOGRAPHY	**Sub Topic**: Physical geography	
Unit 6: Climate in Rwanda		**No. of periods**: 6
Key Unit competence: The student-teacher should be able to analyse the climate of Rwanda and its impact on human activities.		

Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	Skills	Attitudes and values		
– Identify various climatic zones and their characteristics in Rwanda. – State the factors influencing the climate in Rwanda. – State the relationship between the climate and human activities in Rwanda.	– Apply the knowledge of climate to describe different climatic zones of Rwanda. – Do research on the factors influencing the climate in Rwanda. – Explain the variations of seasons in Rwanda. – Investigate the relationship existing between the climate and human activities.	– Appreciate the importance of different climatic zones to Rwandan environment. – Appreciate the relationship between the climate and human activities.	– Climatic zones in Rwanda. – Factors that influence the climate of Rwanda (Altitude, latitude, vegetation, presence of water bodies, influence of winds, human activities). – Climate change and global warming – Climate change (Definition, causes and effects) – Global warming and the green house phenomena (definition, causes and the effects).	– Use the climate map of – Rwanda and the knowledge from the local environment to locate different climatic zones of Rwanda. – In small groups, discuss the reasons for different climatic regions in Rwanda and make a class presentation. – In groups, use the geographical documents and internet to research about the factors responsible for climatic changes and seasonal variations and make a class presentation on the findings, supported by question and answer. – In groups, discuss the relationship between the climate and human activities and make a class presentation. – In pairs, explain the impact of climate change on agricultural activities in Rwanda. Write an essay of the findings.

Assessment criteria: The student-teacher should be able to correctly analyse the climate of Rwanda and its impact on human activities.
Links to other Subjects: This topic is linked to Social studies subject in primary schools.
Resources: Geographical documents, brailed textbooks, maps, atlas, tactile and talking materials, photographs and local environment.

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<tr><td colspan="2">Subject: SOCIAL STUDIES</td><td colspan="2">Year:1</td><td>Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION</td></tr>
<tr><td colspan="2">TOPIC AREA: GEOGRAPHY</td><td colspan="3">Sub Topic: Physical geography</td></tr>
<tr><td colspan="3">Unit 7: Vegetation in Rwanda</td><td colspan="2">No. of periods: 4</td></tr>
<tr><td colspan="5">Key Unit competence: The student-teacher should be able to explain the importance of vegetation in Rwanda and evaluate conservation measures.</td></tr>
<tr><td colspan="3">Learning Objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– Give the meaning of vegetation.
– Name the types of vegetation.
– Give the importance of vegetation.
– Identify the causes of the destruction of vegetation.
– Identify the measures of conserving vegetation.</td><td>– Describe the various types of vegetation.
– Explain the importance of vegetation
– Explain the causes of the destruction of vegetation.
– Describe the measures of conserving vegetation.</td><td>– Appreciate the importance of vegetation to human kind.
– Show respect for the continual desire to conserve vegetation</td><td>– Definition of vegetation
– Types of vegetation in Rwanda (natural and planted).
– Importance of vegetation.
– Causes of the destruction of vegetation.
– The conservation measures of vegetation</td><td>– Use of field study, internet and other geographical documents to find out the types of vegetation and the importance of vegetation in Rwanda. Write down the findings.
– In groups, discuss and compile the findings and make a class presentation followed by Question and Answers.
– In groups, use the local environment, observe and discuss the causes of the vegetation destruction and the conservation measures. Draw relevant conclusions for the class presentation.
– In pairs, consider how the vegetation destruction affects the climate in Rwanda and write an essay.</td></tr>
<tr><td colspan="5">Assessment criteria: The student-teacher should be able to correctly explain the importance of vegetation in Rwanda and evaluate conservation measures.</td></tr>
<tr><td colspan="5">Links to other Subjects: This topic is linked to Social studies subject in primary schools</td></tr>
<tr><td colspan="5">Resources: Maps, photographs, atlas, textbooks, documentary, diagrams, brailed textbooks, local environment, tactile and talking materials.</td></tr>
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<tr><td colspan="2">Subject: SOCIAL STUDIES</td><td colspan="2">Year:1</td><td>Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION</td></tr>
<tr><td colspan="2">TOPIC AREA: GEOGRAPHY</td><td colspan="3">Sub Topic: Physical geography</td></tr>
<tr><td colspan="4">Unit 8: Drainage system in Rwanda</td><td>No. of periods:5</td></tr>
<tr><td colspan="5">Key Unit competence:The student-teacher should be able to describe the drainage system of Rwanda and explain its relationship with the human activities</td></tr>
<tr><td colspan="3">Learning Objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– Describe the drainage system of Rwanda.
– List the major rivers and lakes in Rwanda.
– Describe the relationship between the drainage system and the human activities in Rwanda.</td><td>– Differentiate major water bodies in Rwanda.
– Use the acquired knowledge of the drainage system to explain the mode of formation of lakes in Rwanda.
– Evaluate the importance of water bodies in the development of the human activities in Rwanda.</td><td>– Appreciate the importance of water bodies in Rwanda.
– Advocate for the need to conserve the water bodies.
– Appreciate the importance of water resource management and conservation.</td><td>– Drainage system in Rwanda.
– Major rivers and the drainage basins.
– Major lakes and their mode of formation.
– Relationships between the drainage system and the human activities.</td><td>– Use resources like textbooks, internet, maps, photographs or the local environment to find the major water bodies of Rwanda (rivers, lakes and swamps). In groups, discuss and write down the findings for a class presentation and engage in Q&A session.
– In groups, discuss the relationship between the human activities and the drainage system and write down the notes for a class presentation supported by an active Q&A methodology.</td></tr>
<tr><td colspan="5">Assessment criteria:The student-teacher should be able to correctly describe the drainage system of Rwanda and explain its relationship with the human activities</td></tr>
<tr><td colspan="5">Links to other Subjects: This topic is linked to Social studies subject in primary schools, integrated sciences and GSM in TTCs</td></tr>
<tr><td colspan="5">Resources: Textbooks, internet, illustrations/diagrams, maps, photographs, slide shows, video clips, local environment, tactile and talking materials.</td></tr>
</table>

Subject: SOCIAL STUDIES	Year:1	Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION
TOPIC AREA: GEOGRAPHY	**Sub Topic**: Human and economic geography	
Unit 9: Population in Rwanda		**No. of periods**:5
Key Unit competence: The student-teacher should be able to examine demographic problems in Rwanda and suggest their solutions		

Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	Skills	Attitudes and values		
– Give the definitions of different concepts of population. – State the areas of high and low population densities in Rwanda. – Show the population structure on a pyramid of age and sex. – Identify the causes of the rapid population growth and its effects in Rwanda.	– Explain different concepts of population in Rwanda. – Analyse the factors for the population growth. – Recognise the causes and the consequences of the rapid population growth and suggest population control measures.	– Be aware of the current situation of the population concepts in Rwanda. – Be aware of the population explosion and its effects on the economic development in Rwanda. – Adopt necessary control measures for the rapid population growth. – Create an awareness of the policies of controlling population growth.	– Definitions of population concepts (population density, birth rate, death rate, growth rate, fertility rate, life expectancy). – Factors influencing the population growth in Rwanda. – Consequences of population growth in Rwanda. – Solutions for the rapid population growth.	– Use a population map of Rwanda, documents, internet to identify and write down the areas of high and low population. – Use the geographical documents, internet and population graphs to research on the population structure and the factors for the population growth in Rwanda. Write down the findings. – In groups, discuss and compile the findings for a class presentation and engage in Question and Answer methodology. – Use the geographical documents, internet or the local environment to research on the consequences and the solutions for the rapid population growth and write down the findings.

Assessment criteria: The student-teacher should be able to correctly examine demographic problems in Rwanda and suggest their solutions
Links to other Subjects:This topic is linked to Social studies subject in primary schools, and Mathematics in TTCs.
Resources: Geographical documents, internet, illustrations/diagrams, maps, photographs, slide shows, video clips, tactile and talking materials and local environment.

Subject: SOCIAL STUDIES	**Year:1**	Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION
TOPIC AREA: GEOGRAPHY	**Sub Topic:** Human and economic geography	
Unit 10: Rural and urban Settlement in Rwanda		**No. of periods:**5
Key Unit competence: The student-teacher should be able to evaluate the impact of the rural and urban settlements on the sustainable development in Rwanda.		

Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	Skills	Attitudes and values		
– Name the various types of rural settlement. – Give the characteristics of urban centres in Rwanda. – State the factors favouring the growth of the urban centres in Rwanda. – Identify the major urban centres of Rwanda. – Identify the effects of the urban settlements.	– Explain the characteristics of the rural settlement. – Evaluate and carry out a research on the Government policy towards the rural settlement schemes (Grouped settlement/ imidugudu). – Explain the characteristics of urban centres in Rwanda. – Explain the factors for the growth of the urban centres in Rwanda. – Evaluate the effects of the urban settlements. – Carry out an investigation on the causes and problems of the slums.	– Appreciate the types and the characteristics of rural settlement in Rwanda. – Show concern for the importance of the rural settlement schemes in Rwanda. - Appreciate the growth of the urban centres in Rwanda. – Show the resilience for the problems caused by the urbanisation in Rwanda.	– Rural settlements: • Types of rural settlements. • Problems and solutions of rural settlements. • Government policy towards the rural settlement. – Urban settlement – Urbanisation: • Factors influencing urbanisation. • Problems of the urban centres in Rwanda and the solutions.	– Use the geographical documents, internet, photographs or the local environment to find the types, problems and solutions of the rural settlement in Rwanda and write down the findings. – In groups, discuss and compile the findings for a class presentation. – Use the geographical documents, internet, photographs or local environment to find the factors for growth, problems associated and the solutions of the urban settlement in Rwanda, and write down the findings. – In groups, discuss and compile the findings for a class presentation followed by an interactive questions and answers.

				– In groups, use the local environment or photographs to discuss the causes, problems and solutions of the slums in Rwanda and make a class presentation supported by questions and answers methodology. – Examine the link between the urbanisation and the growth in slum developments, and write an essay on the causes and the effects of both.
Assessment criteria: The student-teacher should be able to correctly evaluate the impact of the rural and urban settlements on the sustainable development in Rwanda.				
Links to other Subjects:This topic is linked to Social studies subject in primary schools				
Resources: Textbooks, internet, illustrations/diagrams, maps, photographs, slide shows, video clips, tactile and talking materials and local environment.				

Subject: SOCIAL STUDIES	**Year:1**	Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION
TOPIC AREA: GEOGRAPHY	**Sub Topic:** Human and economic geography	
Unit 11: Economic activities in Rwanda 11.1.Agriculture		**No. of periods**:6
Key Unit competence: The student-teacher should be able to investigate the impact of various agricultural activities on the sustainable development in Rwanda.		

Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	Skills	Attitudes and values		
– Identify the different crops grown in Rwanda. – Outline the advantages and disadvantages of crop farming in Rwanda. – Identify the ways of improving crop production in Rwanda. – Identify the different systems of rearing animals in Rwanda, and their characteristics. – Identify the problems affecting the livestock farming in Rwanda. – Outline the ways of improving livestock farming in Rwanda.	– Describe the advantages and disadvantages of crop farming in Rwanda. – Do research on ways of improving agriculture in Rwanda. – Describe the different systems of rearing animals in Rwanda, and their characteristics. – Analyse the contributions and problems associated with livestock farming in Rwanda. – Carry out a research on ways of improving livestock farming in Rwanda.	– Appreciate the importance of agriculture to the economy of Rwanda. – Show continual desire to improve the agriculture system in Rwanda. – Show respect for keeping smaller animals in Rwanda – Show concern for the importance of agriculture to the economy of Rwanda.	Crop cultivation – Types of crops, their importance , problems and solutions – Livestock farming : – ways of improving the livestock farming in Rwanda. – Problems affecting livestock farming in Rwanda and solutions.	– Use the geographical documents, internet, photographs, maps or the local environment to research on the different types of crops and write down the findings. – In groups, discuss and compile the findings for a class presentation. – Examine the impact of agricultural activities on the sustainable development projects. Select a project and write a report. – Use the geographical documents, internet, photographs, maps or local environment to research on ways of improving the livestock farming in Rwanda; write down the findings. – In groups, discuss and compile the findings for a class presentation and engage in question and answer.

Assessment criteria: The student-teacher should be able to investigate the impact of various agricultural activities on the sustainable development in Rwanda.

Links to other Subjects: Social studies in primary schools

Resources: Geographical documents, maps, tactile and talking materials, concrete objects, photographs, internet, GTS, video (audio-visual) clips, local environment and field trip resources

Subject: SOCIAL STUDIES		**Year:1**		Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION
TOPIC AREA: GEOGRAPHY		**Sub Topic**: Human and economic geography		
Unit 11: Economic activities in Rwanda 11.2.Mining in Rwanda				**No. of periods**:5
Key Unit competence: The student-teacher should be able to assess the impact of mining on the sustainable development in Rwanda.				
Learning Objectives			Content	**Learning Activities**
Knowledge and understanding	Skills	Attitudes and values		
– Identify the major minerals in Rwanda – Identify the importance of mining to the economy of Rwanda. – State the problems affecting mining.	– Create a sketch map of Rwanda to identify and locate the major minerals in Rwanda. – Evaluate the importance of mining to the economy of Rwanda. – Analyse the problems affecting mining in Rwanda and suggest their solutions.	– Show concern for the unequal distribution of minerals in Rwanda. – Appreciate the importance of minerals.	– Mining in Rwanda – Types and distribution of the major minerals in Rwanda. – Importance of mining to the economy of Rwanda. – Problems affecting mining in Rwanda and their possible solutions	– Use documents, internet, map of Rwanda, photographs and the local environment to identify the major mining areas in Rwanda, write down the findings. – In groups, discuss and compile the findings for a class presentation followed by question and answer. – Use the geographical documents, internet, and map of Rwanda, photographs or field study to research on the importance of mining. Write down the findings. – In groups, discuss and compile the findings, make relevant conclusions and write an essay. – In pairs, discuss whether it is important for the government to regulate and control the mining of Rwanda's resources. Write a report.
Assessment criteria: The student-teacher should be able to assess the impact of mining on the sustainable development in Rwanda.				
Links to other Subjects: Social studies in primary schools.				
Resources: Text books/ brailed textbooks, journals, photographs, local environment, maps, tactile and talking materials, internet/Jaws software and field study resources.				

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<tr><td colspan="2">TOPIC AREA: GEOGRAPHY</td><td colspan="3">Sub Topic: Human and economic geography</td></tr>
<tr><td colspan="3">Unit 11: Economic activities in Rwanda
11.3. Power and Energy in Rwanda</td><td colspan="2">No. of periods:5</td></tr>
<tr><td colspan="5">Key Unit competence: The student-teacher should be able to investigate the impact of Power and Energy production on the sustainable development in Rwanda.</td></tr>
<tr><td colspan="3">Learning Objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– Recall the forms of energy used in Rwanda and the difference between the renewable and non-renewable energy.
– Give the importance of power and energy in Rwanda.
– Identify Problems hindering the development of energy and the possible solutions in Rwanda</td><td>– Distinguish among different sources of energy used in Rwanda.
– Evaluate the importance of power and energy in Rwanda.
– Investigate the problems hindering the development of energy and suggest possible solutions.</td><td>– Show concern for the low levels of energy production in Rwanda.
– Appreciate the importance of power and energy on the sustainable development of Rwanda.
– Show respect for the efforts in the development of power and energy in the country.</td><td>– Major sources and forms of energy used in Rwanda (renewable and non-renewable).
– Importance of power in the development of Rwanda.
– Problems hindering the development of energy and the possible solutions in Rwanda</td><td>– Use documents, internet, map of Rwanda, photographs or the local environment to identify the major sources of energy used in Rwanda and the importance of energy and write down the findings.
– In groups, discuss and compile the findings for a class presentation followed by question and answer.
– Use internet, textbooks or field study to research on the problems hindering the development of energy and suggest possible solutions, Write down the findings.
– In groups, discuss and compile the findings for a class presentation.
– In a field study, observe and record the findings about the power and energy production for the discussions in reference to the knowledge acquired in the current unit, and make a report for a class presentation.</td></tr>
<tr><td colspan="5">Assessment criteria: The student-teacher should be able to investigate the impact of Power and Energy production on the sustainable development in Rwanda.</td></tr>
<tr><td colspan="5">Links to other Subjects: Social studies in primary schools, integrated science in TTCs, Elementary science and technology in primary schools</td></tr>
<tr><td colspan="5">Resources: Text books/ brailed textbooks, journals, photographs, maps, tactile and talking materials, internet/Jaws software and field study resources.</td></tr>
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<tr><td colspan="2">TOPIC AREA: GEOGRAPHY</td><td colspan="3">Sub Topic: Human and economic geography</td></tr>
<tr><td colspan="4">Unit 11: Economic activities in Rwanda
11.4.Industrialisation in Rwanda</td><td>No. of periods:6</td></tr>
<tr><td colspan="5">Key Unit competence: The student-teacher should be able to explain the impact of industrialisation on the sustainable development in Rwanda</td></tr>
<tr><td colspan="3">Learning Objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– Recall the definition of industry.
– State the factors influencing industrial development in Rwanda.
– Identify the importance of industries in Rwanda.
– Identify the problems affecting industrial development in Rwanda.
– Outline the environment and health issues associated with industrialisation.
– Outline factors influencing the growth of domestic industries in Rwanda (Made in Rwanda)</td><td>– Explain the concept of industrialisation.
– Explain the factors influencing industrial development in Rwanda.
– Explain the importance of industries in Rwanda.
– Investigate the problems affecting industrial development in Rwanda.
– Investigate the environment and health issues associated with industrialisation.
– Analyse the factors responsible for development of made in Rwanda.</td><td>– Show concern for the factors affecting the development of industries in Rwanda.
– Appreciate the importance of industrial development to the economic growth of the country.
– Show resilience for the environmental and health problems resulting from industrialisation.
– Appreciate the importance of domestic industries in Rwanda.</td><td>– Definition of industry and industrialisation.
– Location of industries in Rwanda
– Importance of industries in Rwanda.
– Problems affecting industrial development and their solutions.
– Made in Rwanda policy</td><td>– Use the geographical documents, internet, map of Rwanda, photographs or the local environment to identify factors influencing industrial development and the importance of industries. Write down the findings.
– In groups, discuss and compile the findings for a class presentation.
– In groups, discuss the problems affecting the industrial development, the environment and health issues associated and suggest the solutions. Make a class presentation and engage in question and answer.
– In a field study, observe and record the findings about industrialisation for class discussion in reference to the knowledge acquired in the current unit associated effects and the ways to mitigate them), and draw relevant conclusions. Write a report.</td></tr>
</table>

–				– Use the geographical documents, internet, photographs or the local environment to identify factors influencing industrial development of domestic industries. Write down the findings.
Assessment criteria: The student-teacher should be able to explain the impact of industrialisation on the sustainable development in Rwanda				
Links to other Subjects :Social studies in primary schools, pre-primary schools and entrepreneurship subject in TTCs				
Resources: Textbooks/ brailed textbooks, journals, photographs, maps, local environment, tactile and talking materials, internet/Jaws software and field study resources.				

<table>
<tr><td colspan="2">Subject: SOCIAL STUDIES</td><td colspan="2">Year:1</td><td>Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION</td></tr>
<tr><td colspan="2">TOPIC AREA: GEOGRAPHY</td><td colspan="3">Sub Topic: Human and economic geography</td></tr>
<tr><td colspan="4">Unit 11: Economic activities in Rwanda
11.5.Tourism in Rwanda</td><td>No. of periods:6</td></tr>
<tr><td colspan="5">Key Unit competence: The student-teacher should be able to investigate the impact of tourism on the sustainable development of Rwanda.</td></tr>
<tr><td colspan="3">Learning Objectives</td><td>Content</td><td>Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td><td></td><td></td></tr>
<tr><td>– Define tourism and eco-tourism.
– State the major tourist attractions in Rwanda.
– Identify the problems of tourism in Rwanda.
– State the impact of tourism on sustainable development of Rwanda.</td><td>– Explain the concepts of tourism and eco-tourism.
– Locate the major tourist attractions in Rwanda.
– Explain the factors affecting the development of tourism in Rwanda.
– Evaluate the impact of tourism on sustainable development of Rwanda.
– Explain the problems affecting tourism.</td><td>– Show respect for the various tourist attractions available in the country.
– Appreciate the importance of tourism on the sustainable development.
– Show concern for the problems affecting the tourism and suggest the solutions.</td><td>– Tourism
– Definition of tourism, eco-tourism and the forms of tourism.
– Major tourist attractions in Rwanda.
– Factors affecting the development of tourism industry in Rwanda.
– Problems affecting tourism industry in Rwanda and solutions.
– Impact of tourism on sustainable development of Rwanda.</td><td>– Use the geographical documents, internet, and map of Rwanda, photographs or field study to identify the major tourist attractions, the factors affecting the development of tourism, the importance and the problems affecting the tourism. Research also on the impact of tourism on the environment and the development, and write down the findings.
– In groups, discuss and compile the findings for a class presentation followed by question and answer.
– Investigate the link between the environmental conservation and tourism on the sustainable development in Rwanda.
– In pairs, write a report.
– In a field study, observe and record the findings about tourism for discussions in reference to the knowledge acquired in the current unit and draw relevant conclusions in a report.</td></tr>
<tr><td colspan="5">Assessment criteria: The student-teachers are able to properly investigate the impact of tourism on the sustainable development.</td></tr>
<tr><td colspan="5">Links to other Subjects: It is related to ecology in integrated science, Elementary science and technology in primary schools.</td></tr>
<tr><td colspan="5">Resources: Text books/ brailed textbooks, photographs, local environment, maps, tactile and talking materials, internet/Jaws software</td></tr>
</table>

<table>
<tr><td colspan="2">Subject: SOCIAL STUDIES</td><td colspan="2">Year:1</td><td>Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION</td></tr>
<tr><td colspan="2">TOPIC AREA: HISTORY</td><td colspan="3">Sub Topic: History of Rwanda</td></tr>
<tr><td colspan="4">Unit 12: Civilization of pre-colonial Rwanda.</td><td>No. of periods:5</td></tr>
<tr><td colspan="5">Key Unit competence: The student-teacher should be able to analyze the civilization of pre-colonial Rwanda</td></tr>
<tr><td colspan="3">Learning Objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– Explain the origin and organization of Rwandan society</td><td>– Examine the political, socio-cultural and economic organization of Rwandan
– kingdom in comparison to today's Rwanda.</td><td>– Appreciate the organization of Rwandan kingdom in the
– interlacustrine region.</td><td>– Political organisation of pre-colonial Rwanda
– Socio-cultural organisation of pre-colonial Rwanda
– Economic organisation of pre-colonial Rwanda.</td><td>– Discuss in groups the organization of Rwandan kingdom and present results followed by question and answer session.</td></tr>
<tr><td colspan="5">Assessment criteria: The student-teachers are able to analyze the civilization of pre-colonial Rwanda</td></tr>
<tr><td colspan="5">Links to other Subjects: social studies in primary schools.</td></tr>
<tr><td colspan="5">Resources: textbooks, internet, stories, songs, poems, choreographic art, media, tactile materials, Braille, sign language.</td></tr>
</table>

<table>
<tr><td colspan="2">Subject: SOCIAL STUDIES</td><td colspan="2">Year:1</td><td>Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION</td></tr>
<tr><td colspan="2">TOPIC AREA: HISTORY</td><td colspan="3">Sub Topic: History of Rwanda</td></tr>
<tr><td colspan="4">Unit 13: Colonial Rwanda</td><td>No. of periods:7</td></tr>
<tr><td colspan="5">Key Unit competence: The student-teacher should be able to assess the performance of the German and Belgian rules, the 1959 crisis and the process of the independence in Rwanda.</td></tr>
<tr><td colspan="3">Learning Objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– Describe the performance of German and Belgian rule in Rwanda.
– Explain the causes and the effects of the 1959 crisis in Rwanda.
– Describe the process of independence in Rwanda</td><td>– Evaluate the reforms that were introduced by the Belgian rule in Rwanda
– Evaluate the causes and consequences of the 1959 crisis in Rwanda and test the validity.
– Assess how the independence was achieved by indicating the poor conditions in which Rwanda was placed.</td><td>– Appreciate the importance of the transformations that were brought by German and Belgian rule in Rwanda
– Recognize the root causes and the effects of the 1959 crisis in Rwanda as an outcome of the strong disunity among the Rwandan society.
– Recognize the different steps that were taken by the Rwandans to achieve the independence as the means of increasing the spirit of nationalism.</td><td>– Achievements of the German rule in Rwanda.
– Reforms introduced by the Belgian rule on: Political level, Economic plan, Social plan and Culture.
– Causes and the consequences of the 1959 crisis in Rwanda.
– Steps that were taken to achieve independence in Rwanda.</td><td>– The student-teachers 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 German and Belgian rules. Thereafter, they present their finding followed by questions and answers.
– In groups, student-teachers discuss the causes and the consequences of the 1959 crisis. Then, they summarize their findings in an essay form.
– The student-teachers 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 by questions and answers.</td></tr>
<tr><td colspan="5">Assessment criteria: The student-teachers are able to assess the performance of German and 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.</td></tr>
<tr><td colspan="5">Links to other Subjects: Social studies in primary schools.</td></tr>
<tr><td colspan="5">Resources: Textbooks, internet, poems, media, songs, Braille materials, sign language charts, talking globes and tactile maps</td></tr>
</table>

5.2. Social studies syllabus units for year two

5.2.1. Key Competences for end of year two

- Describe the Internal processes responsible for the evolution of different relief landforms and associated features.
- Describe the external processes responsible for the evolution of different relief landforms and associated features.
- Explain the mode of formation of rocks and their importance with special focus on the economic aspect.
- Explain the factors for soil formation, the causes and effects of soil erosion, and soil conservation measures.
- Appreciate the importance of the atmosphere, weather, and the impact of climate on the environment and human activities in the world.
- Appreciate the distribution of different vegetation types in the world
- Examine the achievements and failures of the 1st and the 2nd Republics in Rwanda
- Assess the causes and consequences of Liberation war of 1990-1994 in Rwanda
- Analyze forms of genocide denial and genocide ideology in Rwanda and abroad
- Analyze the achievements and challenges of the Rwandan Governments in post genocide period (transition period and 3rd Republic)
- Suggest ways of preventing genocide from happening again in Rwanda and elsewhere

- Examine the achievements and failures of the 1st and the 2nd Republics in Rwanda.
- Assess the causes and consequences of Liberation war of 1990-1994 in Rwanda.
- Analyze the achievements and challenges of the Rwandan Governments in post-genocide period
- Analyze forms of genocide denial and genocide ideology in Rwanda and abroad
- Suggest ways of preventing genocide from happening again in Rwanda and elsewhere
- Suggest ways of preventing Human Rights violations (Forced labour for Children

- Analyze the national duties and responsibilities (Itorero, imihigo, Umuganda, community policing)
- Explore ways of preventing conflicts and violence at national and international level

- Explore different major measures of home grown solution to solve conflicts (Abunzi, Gacaca)
- Identify the lessons that can be learnt from failed self –reliance policies of African leaders Explain how justice has been delayed and denied in Rwandan society.
- Critique how home-grown solutions contribute to self-reliance (Girinka, Ubudehe, Kuremera, Umuganda, Agaciro, Imihigo, Itorero community policing.
- Analyze different types of leadership management in Rwandan context (Imihigo, umushyikirano).
- Compare forms of democracy and justice in Rwanda and the neighboring countries
- Discuss the role of agents of colonial conquest (Christian missionaries, charted companies and explorers).
- Describe European domination, exploitation in Africa and its consequences in the 19th Century.
- Analyze impact of colonial rule on political, economic and social on African societies.
- Analyze causes of African nationalism, the means used to regain independence in Africa and its impact on African societies

5.2.2. Syllabus units for year two

<table>
<tr><td colspan="2">Subject: SOCIAL STUDIES</td><td colspan="2">Year:2</td><td>Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION</td></tr>
<tr><td colspan="2">TOPIC AREA: GEOGRAPHY</td><td colspan="3">Sub Topic: Physical geography</td></tr>
<tr><td colspan="4">Unit1: INTERNAL LANDFORM PROCESSES
Faulting</td><td>No. of periods:3</td></tr>
<tr><td colspan="5">Key Unit competence: The student-teacher should be able to examine the internal processes responsible for the evolution of different relief landforms.</td></tr>
<tr><td colspan="3">Learning Objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– Recall the processes leading to the formation of different faulted features.
– Identify the major types of faults and the impact of faulting on the landscape
– Identify the other areas that are associated with the faulting in the world.</td><td>– Explain the processes responsible for the formation of different faulted landforms.
– Investigate the impact of different faulted landforms on the landscape
– Describe the influence of faulting impact to the man.</td><td>– Appreciate the impact of faulting processes on the landscape.</td><td>– Faulting: definition.
– Types of faults.
– Distribution of the landforms associated with faulting.</td><td>– Use a range of different geographical sources and the materials like internet, text books research on the processes of faulting, types of faults and the major faulted landforms. Write down the findings.
– In group work, discuss the findings and make a class presentation.
– Use the knowledge acquired from the previous lesson and research from the text books and internet to find the distribution of faulting in the world. Record the findings.
– In groups, discuss the findings and make a class presentation.</td></tr>
<tr><td colspan="5">Links to other subjects: This topic is linked to social studies subject in primary schools</td></tr>
<tr><td colspan="5">Assessment criteria: The student-teacher should be able to examine the internal processes responsible for the evolution of different relief landforms</td></tr>
<tr><td colspan="5">Materials: Geographical documents, photographs, maps, journals, atlas, local environment, charts, internet website /jaws software, tactile and talking materials.</td></tr>
</table>

Subject: SOCIAL STUDIES	**Year:2**	Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION
TOPIC AREA: GEOGRAPHY	**Sub Topic**: Physical geography	
Unit1: INTERNAL LANDFORM PROCESSES Folding		No. of periods:3
Key Unit competence: *The student-teacher should be able to examine the internal processes responsible for the evolution of different relief landforms.*		

Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	Skills	Attitudes and values		
– Give the meaning of folding – Recall the processes of the folding, types of folds – Identify the major – landforms associated with the folding. – Define warping and the associated landforms.	– Explain the processes responsible for the folding.	– Appreciate the importance of folding on the landscape.	– Folding – Types of folds. – Distribution of the landforms associated with folding. – Warping: – Definition, types and causes of warping. – Landforms associated with warping.	– Use a range of different geographical sources and the materials like internet, text books to research on the types and distribution of folding and warping landforms. Write down the findings. – In groups, discuss the findings from the above research and make a class presentation followed by Q&A. – In groups, discuss the causes of warping and make a class presentation.

Links to other subjects: This topic is linked to social studies subject in primary schools
Assessment criteria: The student-teacher should be able to examine the internal processes responsible for the evolution of different relief landforms
Materials: Geographical documents, photographs, maps, journals, atlas, local environment, charts, internet website /jaws software, tactile and talking materials.

Subject: SOCIAL STUDIES	**Year:2**	Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION
TOPIC AREA: GEOGRAPHY	**Sub Topic:** Physical geography	
Unit1: INTERNAL LANDFORM PROCESSES Vulcanicity		No. of periods:3

Key Unit competence: The student-teacher should be able to examine the internal processes responsible for the evolution of different relief landforms.

Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	Skills	Attitudes and values		
– Define vulcanicity, volcanicity and recall the volcanic processes. – Identify the major landforms associated with vulcanicity and volcanicity.	– Explain the processes responsible for the formation of different intrusive and extrusive landforms. – Describe the different relief landforms associated with the intrusive and extrusive processes.	– Appreciate the importance of vulcanicity in shaping the landscape. – Appreciate the perspectives responsible for the formation of different volcanic landforms.	• Vulcanicity and Volcanicity • Intrusive and extrusive features.	– Use a range of different geographical sources and the materials like internet, text books to research on vulcanicity and volcanicity, intrusive and extrusive features – In group work, discuss the findings from the above research and make a class presentation.

Links to other subjects: *This topic is linked to social studies subject in primary schools*

Assessment criteria: *The student-teacher should be able to examine correctly the internal processes responsible for the evolution of different relief landforms*

Materials: *Geographical documents, photographs, maps, journals, atlas, local environment, charts, internet website /jaws software, tactile and talking materials.*

Subject: SOCIAL STUDIES	**Year:2**	Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION
TOPIC AREA: GEOGRAPHY	**Sub Topic**: Physical geography	
Unit2: EXTERNAL LANDFORM PROCESSES (WEATHERING AND MASS WASTING)		No. of periods:5

Key Unit competence: *The student-teacher should be able to demonstrate an understanding of the different features resulting from the external processes and their relationships with the human activities.*

Learning Objectives			Content	**Learning Activities**
Knowledge and understanding	Skills	Attitudes and values		
– Explain the external processes of weathering and mass wasting – State the major factors influencing the weathering and mass wasting. – Outline the features resulting from the weathering in humid tropical areas	– Recognise different weathering processes. – Describe the factors affecting weathering and mass wasting. – Humid tropical regions. – Evaluate the causes and the effects of mass wasting.	– Appreciate the importance of landforms resulting from weathering and mass wasting. – Develop a curiosity to understand the interactive processes in the formation of the landforms. – Show concern for the causes and the effects of mass wasting.	– Definition of weathering. – Types and processes of weathering. – Factors influencing weathering – Weathering in the humid tropical regions and the resultant landforms – Mass wasting – Definition and types. – -Causes of mass wasting, effects of mass wasting, measures to control mass wasting.	– Use documents, internet, video clips, maps, photographs or the local environment to identify different types and processes of weathering and the factors influencing weathering. – In groups, discuss the findings and make a class presentation. – Use textbooks, internet, photographs and video clips to research on different features resulting from the weathering in humid tropical regions. – In groups, discuss and compile the findings for a class presentation. – In groups, discuss and write down the findings for a class presentation and engage in Q&A session. – Use the geographical documents, internet, maps, photographs and the local environment to research on the types of mass wasting, causes, its effects and the measures to control mass wasting. Write down the findings. – In groups, discuss and compile the findings for a class presentation.

Links to other subjects: This topic is linked to social studies subject in primary schools

Assessment criteria: The student-teacher should be able to examine correctly the external processes responsible for the evolution of different relief landforms

Materials: Geographical documents, photographs, maps, journals, atlas, local environment, charts, internet website /jaws software, tactile and talking materials.

Subject: SOCIAL STUDIES	**Year:2**	Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION
TOPIC AREA: GEOGRAPHY	**Sub Topic**: Physical geography	
Unit3: ROCKS		**No. of periods: 3**
Key Unit competence: The student-teacher should be able to explain the mode of formation of rocks and assess the economic importance of rocks		

Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	Skills	Attitudes and values		
– Give the definition of rock – Identify various types of rocks in the world and their characteristics. – Identify different components of the rocks. – State the economic importance of the rocks.	– Classify the different types of rocks and their characteristics. – Explain the various components of the rocks. – Evaluate the economic importance of the rocks.	– Appreciate various types of rocks and their characteristics. – Show awareness on the importance of rocks.	– Rocks: definition, types and characteristics. – Impact of the rocks (advantages and disadvantages)	– Use local environment, textbooks, internet and photographs to research on the types of rocks, their characteristics, and their importance. Write down the findings. – In field tour, observe the types of rocks around the school environment and categorise them for a group presentation. – In groups, discuss the findings for a class presentation.

Assessment criteria:The student-teacher should be able to explain correctly the mode of formation of rocks and assess their economic importance
Links to other Subjects: This topic is linked to social studies subject in primary schools
Resources: Geographical documents, maps, atlases, tactile or talking materials, photographs, local environment, internet /Jaws software, mining sites for field study, rock and mineral samples.

<table>
<tr><td colspan="2">Subject: SOCIAL STUDIES</td><td>Year:2</td><td colspan="2">Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION</td></tr>
<tr><td colspan="2">TOPIC AREA: GEOGRAPHY</td><td colspan="3">Sub Topic: Physical geography</td></tr>
<tr><td colspan="4">Unit 4: SOILS</td><td>No. of periods: 3</td></tr>
<tr><td colspan="5">Key Unit competence: The student-teacher should be able to explain the processes responsible for soil formation, causes and effects of soil erosion, and suggest measures for soil conservation</td></tr>
<tr><td colspan="3">Learning Objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– List the factors responsible for the soil formation.
– Outline the causes and the effects of the soil erosion.
– Outline the appropriate soil conservation measures in the world.</td><td>– Explain the factors favouring the formation of the soils.
– Explain the causes and the effects of the soil erosion in the world.
– Evaluate the appropriate soil conservation measures in the world.</td><td>– Develop awareness about the process of soil formation.
– Show respect for the soil conservation measures in the world.</td><td>– Factors favouring the formation of the soils.
– Soil erosion: causes and the effects.
– Areas of severe soil erosion.
– Appropriate soil management and the conservation measures.</td><td>– Use internet, a range of text books, maps of soils and the photographs to research on the factors favouring the formation of soils. In groups, discuss and compile the findings for a class presentation.
– Use internet, a range of text books, maps, photographs and the local environment to research on the causes, the effects of soil erosion, and the measures for soil conservation.</td></tr>
<tr><td colspan="5">Assessment criteria: The student-teacher should be able to explain the processes responsible for soil formation, causes and effects of soil erosion, and suggest measures for soil conservation</td></tr>
<tr><td colspan="5">Links to other Subjects : This topic is linked to social studies subject in primary schools and integrated sciences in TTCs</td></tr>
<tr><td colspan="5">Resources: Geographical documents, maps, atlases, journals, tactile or talking materials, photographs, local environment, internet /Jaws software and local environment.</td></tr>
</table>

Subject: SOCIAL STUDES	**Year:2**	Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION
TOPIC AREA: GEOGRAPHY	**Sub Topic**: Physical geography	
Unit5: WEATHER AND CLIMATE IN THE WORLD		**No. of periods: 5**
Key Unit competence: The student-teacher should be able to appreciate the importance of the atmosphere, weather and the impact of climate on the environment and human activities in the world.		

Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	Skills	Attitudes and values		
– Define the terms weather, climate and atmosphere. – State the layers of the atmosphere. – Identify the components and the importance of atmosphere.	– Analyse the influence of layers of the atmosphere to the changes in the atmosphere's conditions. – Explain the structure of the atmosphere. – Describe the composition and the importance of atmosphere. – Differentiate weather from climate – Explain the factors influencing the climate of the world. – Locate the major climatic zones on the world map and describe the characteristics of each climatic zone. – Explain the influence of the climate on the human activities.	– Show resilience for the changes in the atmosphere and the desire to protect it. – Appreciate the importance of weather elements on the human activities. – Show the continual desire to interpret the weather conditions based on the knowledge acquired from the topic of the weather and the climate.	– Definition of the atmosphere, weather and climate. – Structure of the atmosphere (troposphere, stratosphere, mesosphere, thermosphere), – Composition and importance of the atmosphere. – Types of climate and their characteristics – Influence of the climate on the human activities.	– Use the geographical documents, textbooks, internet, maps and photographs to research on the concepts of the weather and climate. Record the findings. – In groups, discuss and compile the above findings and make class presentation followed by Question and Answers. – Use the geographical documents, textbooks, internet, maps and photographs to research on the structure and composition of atmosphere. Record the findings. – Use textbooks, maps and internet to find types of climate and their characteristics; and the influence of climate on human activities. Make a class presentation.

Assessment criteria: The student-teacher should be able to correctly appreciate the importance of the atmosphere, weather and the impact of climate on the environment and human activities in the world.

Links to other Subjects : This topic is linked to social studies subject in primary schools

Resources: Documents, internet, maps, local environment, instruments (thermometer, rain gauge, barometer), atlas, journals, tactile and talking materials, diagrams and photographs.

<table>
<tr><td colspan="2">Subject: SOCIAL STUDIES</td><td colspan="2">Year:2</td><td>Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION</td></tr>
<tr><td colspan="2">TOPIC AREA: Geography</td><td colspan="3">Sub Topic: Physical geography</td></tr>
<tr><td colspan="4">Unit 6: NATURAL VEGETATION OF THE WORLD</td><td>No. of periods: 4</td></tr>
<tr><td colspan="5">Key Unit competence: The student-teacher should be able to appreciate the distribution of different types of vegetation in the world</td></tr>
<tr><td colspan="3">Learning Objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– Identify the types of natural vegetation.
– State the characteristics of each type of natural vegetation.
– Recall the locations of major types of natural vegetation.
– Identify the factors influencing the vegetation distribution.
– Outline the importance of natural vegetation.</td><td>– Examine the classifications of the major types of natural vegetation.
– Describe the characteristics of each type of natural vegetation.
– Explain the location of the major natural vegetation zones of the world.
– Explain the factors influencing natural vegetation distribution.
– Explain the importance of natural vegetation.</td><td>– Appreciate the importance of the various types of vegetation in the world.
– Show resilience for the various types of vegetation and the desire to protect and manage the natural vegetation.</td><td>– Classification and location of natural vegetation and their characteristics: Forests and Grasslands
– Factors influencing
– the vegetation distribution.
– Importance of the natural vegetation.</td><td>– Use the geographical documents, internet, maps, power point presentation and photographs to research on the types of vegetation, location and their characteristics, and write down the findings.
– In groups, discuss and write down the findings and make a class presentation followed by Q&A.
– Use documents, text books, internet, maps and photographs to research on the factors influencing the vegetation distribution and the importance of vegetation. Record the findings.
– In groups, discuss the findings and make a class presentation.
– In pairs, record your findings as a poster or a presentation.</td></tr>
<tr><td colspan="5">Assessment criteria:The student-teacher should be able to appreciate the distribution of different types of vegetation in the world</td></tr>
<tr><td colspan="5">Links to other Subjects: This topic is linked to social studies subject in primary schools</td></tr>
<tr><td colspan="5">Resources: Geographical documents, internet websites, journals, maps, photographs, atlas, tactile and talking materials, documentary films, diagrams and local environment.</td></tr>
</table>

<table>
<tr><td colspan="2">Subject: SOCIAL STUDIES</td><td colspan="2">Year: 2</td><td>Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION</td></tr>
<tr><td colspan="2">TOPIC AREA: History</td><td colspan="3">Sub Topic: History of Rwanda</td></tr>
<tr><td colspan="4">Unit 7: THE FIRST , SECOND REPUBLICS AND THE 1990-1994 LIBERATION WAR</td><td>No. of periods:5</td></tr>
<tr><td colspan="5">Key Unit competence: The student-teacher should be able to examine the achievements and the failures of the First and the Second Republics and describe the causes and course of the liberation war</td></tr>
<tr><td colspan="3">Learning Objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– Explain the achievements and the failures of the 1st and 2nd Republics of Rwanda.
– Identify the factors that led to the downfall of 1st and 2nd Republics of Rwanda.
– Describe the causes, course and the consequences of the Liberation war of 1990 in Rwanda.</td><td>– Judge the achievements and the failures of the two Republics, by comparing the two regimes.
– Assess the factors for the decline of the two Republics of Rwanda by sharing the blame.
– Assess the causes, course and the effects of the Liberation war of 1990-1994 in Rwanda so as to determine the impact of bad governance on the society.</td><td>– 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.
– Appreciate the factors for the disintegration of the 1st and 2nd Republics of Rwanda, and learn lessons from bad leadership...
– Acknowledge the causes, course and the effects of the Liberation war of 1990-1994 in Rwanda. This develops the spirit of love and respect.</td><td>– Achievements and failures of the 1st and 2nd Republics of Rwanda.
– Factors for the downfall of the two Republics of Rwanda.
– Causes, and the effects of the Liberation war of 1990 in Rwanda</td><td>– The student-teachers read a range of materials and use internet, media etc. to research on the achievements and the failures of the 1st and the 2nd Republics. Present findings as an essay.
– The student-teachers form group discussions to debate about the downfall of the 1st and 2nd Republics. Later, they present their findings followed by questions and answers.
– The student-teachers make a judgment between the achievements and the failures of the 1st and 2nd Republics.
– The student-teachers form groups for discussions and debates and they describe the causes and effects of the Liberation war of 1990-1994 in Rwanda. Thereafter, they make a presentation followed by questions and answers.</td></tr>
<tr><td colspan="5">Assessment criteria: The student-teacher should be able to examine the achievements and the failures of the First and the Second Republics and describe the causes and course of the liberation war</td></tr>
<tr><td colspan="5">Links to other Subjects: Social studies in primary schools.</td></tr>
<tr><td colspan="5">Resources: Books, internet, poems, press media, songs, tactile materials, jaws software, talking globes, tactile maps, Braille materials and sign language charts, etc.</td></tr>
</table>

Subject: SOCIAL STUDIES	**Year: 2**	**Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION**
TOPIC AREA: History	**Sub Topic**: History of Rwanda	
Unit 8: GENOCIDE AGAINST THE TUTSI ,ACHIEVEMENTS AND CHALLENGES OF THE RWANDAN GOVERNMENT AFTER THE GENOCIDE AGAINST THE TUTSI AND PREVENTION OF GENOCIDE,		**No. of periods:7**

Key Unit competence: The student-teacher should be able to explain genocide against the Tutsi, achievements and challenges of Rwandan Government and analyze the preventive measures of genocide against the Tutsi from happening again in Rwanda and elsewhere in the world.

Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	Skills	Attitudes and values		
– Explain the causes of genocide against the Tutsi. – Describe how genocide was planned, executed and stopped – Explain the consequences of genocide against the Tutsi. - Identify the achievements and the challenges of the Rwandan Government after the 1994 genocide against the Tutsi. - Explain the measures of preventing genocide from happening where it has not happened and where it has happened.	– Analyze causes of genocide against the Tutsi. – Assess the course of genocide against the Tutsi. – Assess the consequences of genocide against the Tutsi and show the lessons young can learn from it. - Analyze the achievements and the challenges of the Rwandan Government after genocide against Tutsi	– Discuss the causes of genocide against the Tutsi and advocate solutions. – Recognize how genocide against Tutsi was carried out. – Assess the consequences of genocide against the Tutsi. – Learn from mistakes made by genocide - Appreciate different strategies used to prevent genocide from happening again in Rwanda and elsewhere, since this one develops the culture of love.	– Causes, stages and effects of genocide – Achievements and the challenges of Rwandan Government after genocide – Forms and channels of genocide denial and ideology. - Measures of preventing genocide ideology at primary, secondary and tertiary levels - Challenges faced in the process of preventing genocide.	– Use a range of materials including textbooks, Internet, media (videos, films and newspapers), to describe the causes of genocide in an essay. – Read a range of materials to research on the consequences of genocide against Tutsi. Thereafter, make presentations in class. – Watch videos related to effects of genocide and suggest solutions through essay writing. - The student-teachers do research using relevant documents and internet to find about the achievements and the challenges of the Rwandan Government

– Identify the challenges encountered in the process of preventing genocide.	– Analyze different measures of preventing genocide. – Analyze the challenges encountered in the process of preventing genocide. – Suggest the solutions to the challenges faced during the genocide prevention	– Appreciate the solutions to the challenges faced during genocide prevention, so as to develop the spirit of love.	– Solutions to the challenges faced in the process of preventing genocide.	after genocide against Tutsi. Thereafter, make a presentation in the class followed by questions and answers – The student-teachers use internet and read a range of materials including the textbooks in order to understand different measures of genocide prevention. Thereafter, they write an essay that will be reviewed by the teacher. – The student-teachers form two groups, one to discuss and research on challenges encountered during the process of preventing genocide and other to deal with the possible solutions to the challenges. Then, they make presentations in the class followed by questions and answers.
Assessment criteria: The student-teacher should be able to explain genocide against the Tutsi, achievements and challenges of Rwandan Government and analyze the preventive measures of genocide against the Tutsi from happening again in Rwanda and elsewhere				
Links to other Subjects: Social studies in primary schools.				
Resources: Textbooks, internet, poems, testimonies, press media, songs, tactile materials, jaws software, talking globes, tactile maps, Braille materials and sign language charts.				

Subject: SOCIAL STUDIES	**Year: 2**	Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION
TOPIC AREA: History	**Sub Topic**: Citizenship	
Unit 9: NATIONAL COHESION , DUTIES AND OBLIGATIONS, IDENTITIES AND THE RESPECT OF HUMAN RIGHTS		No. of periods:6

Key Unit competence: The student-teacher should be able to analyze types and different ways of human rights violation, its prevention and the national duties and obligations towards the achievement of national cohesion.

Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	Skills	Attitudes and values		
– Explain different types of human rights and preventive measures to human rights violation. – Describe the background of the national duties and obligations – Analyze the contributions of human rights, obligations and duties towards achievement of national cohesion. – Explain the structure of the national duties and obligations in the nation building. – Identify the contributions of the Rwandan citizens and non citizens towards Itorero, Community policing, Imihigo and Umuganda. – Explain the challenges faced during the implementation of the national duties and obligations.	– Analyze the background of the national duties and obligations by interpreting the related institutions. – Describe the structure of the national duties and obligations so as to show its contribution in the nation building. – Evaluate the challenges faced during the implementation of the national duties and obligations and how they can be solved.	– Acknowledge the importance of the national duties and obligations. – Recognize the background and the structure of the national duties and obligations – Appreciate and adopt the implications of national duties and obligations in order to show love to one's nation. – Balance the contributions and challenges of the national duties and obligations.	– Human rights: types and prevention of Human rights violations. – National cohesion, identities and respect of human rights – The background and structure of the national duties and obligations. – The contribution of the Rwandan citizens and non-citizens towards the national duties and obligations (Itorero, Community policing, Imihigo, Umuganda,…). – The challenges faced during the implementation of the national duties and obligations.	– The student-teachers 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. – In groups, student-teachers analyze the contributions of human rights, duties and obligations towards achievement of national cohesion. Write an assay – The student-teachers form groups to debate and discuss challenges faced during implementation of the national duties and obligations. Then, they present the findings in class

Assessment criteria: The student-teacher should be able to analyze types and different ways of human rights violation , its prevention and the national duties and obligations

Links to other Subjects: Social studies in primary schools.

Resources :Textbooks, internet, media (videos, relevant newspapers), pictures

Subject: SOCIAL STUDIES	**Year: 2**	**Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION**
TOPIC AREA: History	**Sub Topic:** Citizenship	
Unit 10: PREVENTION , RESOLUTION OF CONFLICTS		Periods:6

Key Unit competence: The student-teacher should be able to analyze the national, international judicial systems and instruments, how the justice has been delayed and denied in Rwandan society, preventing and resolving conflicts and violence at the national as well as international levels.

Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	Skills	Attitudes and values		
- Identify the organs that are responsible for preventing and resolving the conflicts and violence at the national and international levels. - Explain ways of preventing and resolving the conflicts and violence. - Describe the challenges encountered during the prevention and resolution of the conflicts and violence.	- Describe the organs responsible for preventing and resolving the conflicts and violence at the national and international levels. - Analyse the different ways of preventing and resolving the conflicts and violence. - Assess the challenges encountered during the prevention and resolution of the conflicts and violence.	- Acknowledge the organs responsible for preventing and resolving the conflicts and violence at the national and international levels. - Appreciate the different ways of preventing and resolving the conflicts and violence. - Notice the challenges encountered during the prevention and resolution of the conflicts and violence.	- Organs responsible for preventing and resolving the conflicts and violence at the national and international levels. - Different ways used to prevent and resolve conflicts and violence. - Challenges encountered during the prevention and resolution of conflicts and violence	- Using a range of written materials and internet, the student-teachers 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. - The student-teachers 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. - The student-teachers 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 followed by questions and answers.

Assessment criteria: The student-teacher should be able to analyze the national, international judicial systems and instruments, how the justice has been delayed and denied in Rwandan society, preventing and resolving conflicts and violence at the national as well as international levels.

Links to other Subjects: Social studies in primary schools

Resources: Books, internet, poems, media, stories, songs, tactile materials, jaws software, talking globes, tactile maps, braille materials and sign language charts.

Subject: SOCIAL STUDIES	**Year: 2**	Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION
TOPIC AREA: History	**Sub Topic**: Citizenship	
Unit 11: DIGNITY AND SELF-RELIANCE		No. of periods:5

Key Unit competence: The student-teacher should be able to critique how the home-grown solutions contribute to self-reliance.

Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	Skills	Attitudes and values		
– Explain the concepts of the home-grown solutions and self-reliance – Identify the contribution of home- grown solutions towards good governance, self-reliance and dignity. – Identify the challenges encountered during the implementation of home- grown solutions.	– Evaluate the concepts of the home-grown solutions and self-reliance and their contribution to nation building. – Analyze the contribution of the home- grown solutions towards a good governance, self-reliance and dignity in Rwanda – Examine the challenges encountered during the implementation of the home- grown solutions.	– Recognize the concept of the home-grown solutions and indicate its contribution to self-reliance in an attempt to develop the spirit of economic independence. – Acknowledge the contribution of the home-grown solutions towards a good governance, self-reliance and dignity as it increases the spirit of independence. – Recognise the challenges encountered during the implementation of the home -grown solutions	– Concepts of the home grown solutions and self-reliance: Girinka, Ubudehe, Akarima k'igikoni, Kuremera, Umuganda, Agaciro, Imihigo, Itorero, Community policing, etc. – Contribution of the home grown solutions towards a good governance, self-reliance and dignity. – Challenges encountered during the implementation of the home grown solutions.	– The student-teachers form groups to discuss and debate on the home-grown solutions and self-reliance. Later, they present their findings. – The student-teachers form groups and read a range of materials including the textbooks to find key information about the contribution of the home-grown solutions towards a good governance, self-reliance and dignity. Thereafter, they write an essay on how effective are the home- grown solutions.

Assessment criteria: The student-teacher should be able to critique how the home-grown solutions contribute to self-reliance.

Links to other Subjects: Social studies in primary schools

Resources: 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.

<table>
<tr><td colspan="2">Subject: SOCIAL STUDIES</td><td colspan="2">Year: 2</td><td>Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION</td></tr>
<tr><td colspan="2">TOPIC AREA: History</td><td colspan="3">Sub Topic: Citizenship</td></tr>
<tr><td colspan="4">Unit 12:RWANDAN VALUES, TABOOS, CITIZENSHIP AT NATIONAL, AFRICAN , GLOBAL LEVELS AND THE ROLE OF DEMOCRACY IN THE TRANSFORMATION OF THE RWANDAN SOCIETY</td><td>No. of periods:7</td></tr>
<tr><td colspan="5">Key Unit competence: The student-teacher should be able to examine the importance of citizenship at national, African and global levels and appreciate the role of democracy in the transformation of the Rwandan society.</td></tr>
<tr><td colspan="3">Learning Objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– Explain the concept and importance of Ndiumunyarwanda in Rwandan society.
– Identify different Rwandan values and taboos towards achievements of NdiUmunyarwanda.
– Identify and explain the concepts and importance of Panafricanism and global citizenship.
– Explain different forms of democracy.
- Analyze different characteristics of a democratic country.</td><td>– Compare democracy and justice in Rwanda to those of neighboring countries</td><td>– Appreciate the value of NdiUmunyarwanda, Rwandan values and taboos for Rwandan reconciliation and Evaluate the characteristics of a good leader. dignity.
– Compare values of NdiUmunyarwanda, Panafricanism and global citizenship.
– Organize a role play showing the characteristics of good governance and justice.</td><td>– NdiUmunyarwanda: background, Rwandan values and taboos as well as their role in sustainable development
– Concept and importance of Panafricanism and global citizenship
– Some characteristics of a good leader (competent, humility, patience, attentive listening…)
– Some characteristics of good governance (democracy, citizen participation, good planning [Imihigo/ performance contract],…)
– Definition of democracy and justice
– Different forms of democracy and justice
- Differences and similarities between democracy and justice in Rwanda and in the neighboring countries.</td><td>– The student-teachers use, read and analyze a range of relevant textbooks, reports and documentary films to get information about NdiUmunyarwanda, panafricanism and globalcitizenship. Compose a song encompassing different Rwandan values and taboos.
– The student-teachers read relevant textbooks and reports about good governance and justice and present the findings. Thereafter make a role
- play about the characteristics of a good leader.</td></tr>
<tr><td colspan="5">Assessment criteria: The citizenship at national, African , global levels and the role of democracy in the transformation of the Rwandan society</td></tr>
<tr><td colspan="5">Links to other Subjects: Social studies in primary schools, Kinyarwanda subject in TTCs.</td></tr>
<tr><td colspan="5">Resources: textbooks, reports, documentary films, internet, Newspapers, etc.</td></tr>
</table>

Subject: SOCIAL STUDIES	**Year: 2**	**Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION**
TOPIC AREA: History	**Sub Topic**: History of Africa	
Unit 13: ROLE OF THE AGENTS OF THE COLONIAL CONQUEST , EUROPEAN DOMINATION AND THE EXPLOITATION OF AFRICA IN THE19TH CENTURY		**No. of periods:5**
Key Unit competence: The student-teacher should be able to discuss the role of agents of colonial conquest and to analyze the European domination, exploitation in Africa and its consequences in the 19th century.		

Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
– Identify different colonial agents (missionaries, chartered companies and explorers, etc.). – Explain the role played by the different colonial agents. – -Identify different ways of domination used by different European countries in Africa in the 19th Century. – Analyze the methods of African exploitation by colonialists. – Assess impact of the European domination and the exploitation of Africa.	– Analyze the activities of different colonial agents (missionaries, chartered companies and explorers, etc.). – Assess the role played by different colonial agents during the colonization of Africa. – Analyze the different means of the European political, social and economic domination in the 19th Century. – Assess the methods used by the Europeans in the exploitation of Africa. – Discuss the consequences of the European domination and exploitation.	– Recognize the activities of different colonial agents. – Debate the role played by different colonial agents towards the colonization of Africa. – Discuss the consequences of the colonial agents in Africa – Express different means used by Europeans in domination of Africa and indicate how it gave rise to the African nationalists. – Evaluate the methods used in the exploitation of Africa, showing its impact. – Balance the consequences of the European domination and the exploitation of Africa in the 19th Century	– Roles played by the colonial agents in the process of colonization of Africa. – Methods of African exploitation. – Impact of European domination and exploitation of Africa in the 19th Century.	– The student-teachers form groups, discuss and debate the role played by different colonial agents during colonization process. Thereafter, they write an essay. – The student-teachers form group discussions and debate how the Europeans dominated and exploited – Africa in 19th Century. Why did Europeans exploit Africa and how? Thereafter, they present their findings in the class followed by questions and answers. – The student-teachers form two groups, one to research on methods used by Europeans to exploit Africa and other one to deal with the consequences for Europeans and Africans. Later, they write an essay. – Make a judgment about impact of European exploitation.

Assessment criteria: The student-teacher should be able to discuss the role of agents of colonial conquest, analyze the European domination, exploitation in Africa and its consequences in the 19th century.

Links to other Subjects: Social studies in primary schools

Resources :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.

<table>
<tr><td colspan="2">Subject: SOCIAL STUDIES</td><td>Year 2</td><td colspan="2">Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION</td></tr>
<tr><td colspan="2">TOPIC AREA: History</td><td colspan="3">Sub Topic: History of Africa</td></tr>
<tr><td colspan="3">Unit 14: African nationalism and the acquisition of independence</td><td colspan="2">No. of periods:5</td></tr>
<tr><td colspan="5">Key Unit competence: The student-teacher should be able to analyze the causes of the African nationalism, the means used to acquire independence in Africa and its impact on African societies.</td></tr>
<tr><td colspan="3">Learning Objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– Explain the causes of African nationalism.
– Describe the means used by the different African societies to regain independence.
– Identify impact of African nationalism.</td><td>– Analyze both, internal and external causes of African nationalism.
– Examine the means and mechanisms used by the Africans in the process to regain their independence in a speed up manner.
– Examine impact of African nationalism</td><td>– Interpret both internal and external causes of African nationalism.
– Acknowledge the means and mechanisms used by Africans to regain their independence
– Balance impact of African nationalism in an attempt to develop the spirit of self-rule.</td><td>– Causes of African nationalism.
– Means used to acquire independence in Africa.
– Impact of the African nationalism.</td><td>– In groups, the student-teachers use the internet and the library to research on the causes of African Nationalism and the roles played by different African Nationalists. They present their findings in the form of power-point presentation in the class. Later, the teacher draws out the major points.
– The student-teachers will be given homework to find impact of African nationalism. Then, the student-teachers present their homework to the class followed by questions and answers.</td></tr>
<tr><td colspan="5">Assessment criteria: The student-teacher should be able to analyze the causes of the African nationalism, the means used to acquire independence in Africa and its impact on African societies.</td></tr>
<tr><td colspan="5">Links to other Subjects: Social studies in primary schools</td></tr>
<tr><td colspan="5">Resources: 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.</td></tr>
</table>

5.3. Social studies syllabus units for year three

5.3.1. Key Competences for end of year three

- Analyze the contribution of main civilizations of the World to the development of society.
- Analyze the background and influence of middle and Modern Times on the world community.
- Assess the contributions of the Great Revolutions of 18th to 19th Centuries towards the transformation of Societies.
- Analyze the political, economic and social changes in the World between the two World Wars.

5.3.2. Syllabus units for year three

<table>
<tr><td colspan="2">Subject: SOCIAL STUDIES</td><td colspan="2">Year:3</td><td>Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION</td></tr>
<tr><td colspan="2">TOPIC AREA: History</td><td colspan="3">Sub Topic: History of Europe and the rest of the world</td></tr>
<tr><td colspan="4">Unit1: Contribution of the main ancient civilizations to the development of the modern society</td><td>No. of periods:8</td></tr>
<tr><td colspan="5">Key Unit competence: The student-teacher should be able to explore the contribution of the main ancient civilizations of the world to the development of the modern society.</td></tr>
<tr><td colspan="3">Learning Objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– Locate on the World map, from where Greek and Roman civilizations started.
– Explain the main elements of the Greek and Roman civilizations. Decide what made them so powerful.
– Identify the contributions of the Greek and Roman civilizations to the modern society.</td><td>– Describe the locations of Greece and Rome .
– Examine the main elements of Greek and Roman civilizations and show how the civilizations spread to the rest of the world
– Evaluate impact of Greek and Roman civilizations on the modern society.</td><td>– Appreciate the importance of the Greek and Roman civilizations to the modern society as this will develop the learner's spirit of working hard.</td><td>– Location and expansion of Greek and Roman civilizations
– Elements of Greek and Roman civilizations
– Contributions of Greek and Roman civilizations with special focus on the Rwandan context.</td><td>– The student-teachers use maps, atlas, globe and textbooks to discover where the Greek and Roman civilizations started from and expanded. Afterwards, they summarize their point in an essay form.
– The student-teachers form groups to discuss and debate about the elements of the Greek and Roman civilizations. Thereafter, they make presentations
– followed by question and answers.
– The student-teachers read a range of materials and use media to master the contributions of the Greek and Roman civilizations towards the modern society. Then, they write an essay with the title: What did the Greeks and Romans do for us?</td></tr>
<tr><td colspan="5">Assessment criteria: The student-teacher should be able to explore the contribution of ancient civilizations of the world to the development of the modern society</td></tr>
<tr><td colspan="5">Links to other Subjects: literature in English in TTCs, mathematics in TTCs, Foundation of education.</td></tr>
<tr><td colspan="5">Resources: 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.</td></tr>
</table>

Subject: SOCIAL STUDIES	**Year:3**	Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION
TOPIC AREA: History	**Sub Topic**: History of Europe and the rest of the world	
Unit 2: Political, economic and intellectual developments in the medieval and modern times		No. of periods:9
Key Unit competence: The student-teacher should be able to examine the political, economic and intellectual progresses in the medieval and modern times.		

Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	Skills	Attitudes and values		
– Explain the position of Christianity in the medieval and modern times. – Describe the origin, spread and effects of Christianity and Islam. – Describe the causes of the early explorations and their effects. – Identify the impact of the Age of Enlightenment	– Compare the Christian and Islamic religious life and their influence in the medieval and modern times. – Assess the origin, its spread and the effects of Christianity in Europe and the rest of the World. e.g. Crusades. – Evaluate the origin, its spread and the effects of Islam in Europe and the rest of the World. e.g. 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	– Appreciate the Christian and Islamic religious life and their influence in the medieval and modern times. – Appreciate the origin, its spread and the effects of Islam in Europe and the rest of the world. – Recognize the causes of early explorations and their effects in the modern world. – Balance impact of Age of Enlightenment to modern World.	– Origin, spread and effects of Christianity and Islam in Europe and the rest of the World. – Relationships between Islam and Christianity in the middle and modern times. – Causes and the effects of the early explorations. – Ideas of philosophers. – Impact of the ideas of the era of Enlightenment	– The student-teachers use the textbooks and other materials to get information on the religious life in the medieval and modern times. Then, write an essay on how important religion was in the medieval times. – The student-teachers use a range of materials e.g. textbooks, use internet to discover the origin, spread and – the effects of Islam and Christianity, the causes and the effects of early explorations. Later they summarize their points and note them down. – The student-teachers form groups for discussions and debate the greatest impact of Enlightenment era. Then, they present the results of their discussions and the teacher draws a conclusion.
Assessment criteria: The student-teacher should be able to examine the political, economic and intellectual progresses in the medieval and modern times.				
Links to other Subjects: Literature in language, religious studies, art and drama.				
Resources: Books, internet, media, charts, films, atlas, wall map, pictures and photographs etc.				

Subject: SOCIAL STUDIES	**Year:3**	**Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION**
TOPIC AREA: History	**Sub Topic**: History of Europe and the rest of the world	
Unit 3: The Great Revolutions of 18th to 19thCentury		**No. of periods: 10**
Key Unit competence: The learner should be able to evaluate the major events that that happened between 18th to 19th centuries.		

Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	Skills	Attitudes and values		
– Describe the factors that led to the industrial revolution. – Discuss the effects of industrial revolution in Europe and the rest of the world. – .Describe the causes of the American revolution. – Explain the impact of the American revolution – Explain the conditions in Europe and France in particular before 1789. – Describe the causes and the consequences of the French Revolution. – Explain the factors for the rise of Napoleon I and the downfall in 1814.	– Examine the factors that led to the industrial revolution and determine the contribution of each factor. – Assess the effects of the industrial revolution and its impact on Africa. – Analyse the causes of – the American revolution and interpret the role of each cause. – Assess the effects of the American Revolution and balance positive and negative effects. – Examine the conditions in Europe and France in particular before 1789 and show their influence on the modern times. – Examine the causes and consequences of the French Revolution. – Discuss the factors for the rise of Napoleon I and the downfall.	– Recognize the factors that led to industrial revolution. – Assess the effects of the industrial revolution. – Acknowledge the causes of the American revolution – -Appreciate the consequences of American Revolution – -Acknowledge the causes and the consequences of the French Revolution. – -Recognize the factors for the rise and downfall of Napoleon I	– Causes and consequences of industrial revolution – Causes and consequences of the American Revolution. – Causes and consequences of the French Revolution. – Factors for the rise, performance and downfall of Napoleon I.	– Form group discussions to debate the reasons that led to the industrial revolution and present findings in class. – Read relevant materials and use internet to understand the causes and impact of American Revolution and make presentations in class. – Form discussion groups and research the causes and effect of American Revolution and write an essay. – The learners do research by reading textbooks and other materials to get the information about the causes and consequences of the French Revolution . Thereafter, they present their findings to the class followed by question and answers. – The learners form groups to discuss and debate about the rise of Napoleon and the decline. Later, they write an essay.

Assessment criteria: The learner should be able to evaluate the major events that that happened between 18th to 19thcenturies.

Links to other Subjects: Entrepreneurship in TTCs.

Resources: Books, internet, videos, pictures, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and Braille materials. Sign language should be used when teaching learners with hearing impairment, etc.

Subject: SOCIAL STUDIES	**Year:3**	Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION
TOPIC AREA: History	**Sub Topic:** History of Europe and the rest of the world	
Unit 4: First world war and inter-wars		No. of periods: 10
Key Unit competence: The student-teacher should be able to analyze the political, economic and social changes in the World between the two World Wars		

Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
– Discuss both, long term and immediate term causes of the First World War. – Describe the effects of the First World war. – Analyse the aims, achievements and failures of Versailles peace treaty as well as League of Nations – Explain the causes and effects of 1929 -1933 Economic Crisis. – Describe the rise and downfall of the totalitarian regimes in Europe.	– Assess the long term and the immediate term causes of the First World War. – Analyze the effects of the First World War and the weakness of the League of Nations as well as UNO. – Assess the causes and effects of the 1929-1933 economic crisis – Evaluate the factors for the rise and downfall of the totalitarian regimes in Europe	– Debate the long term and the immediate term causes of the First World War – Acknowledge the consequences of the First World war. – Recognize the causes and effects of the 1929-1933 economic crisis – Discuss the role of totalitarian regimes, Versailles peace treaty and League of Nations in causing World War II.	– Causes and consequences of First World War. – Inter-war period: Versailles treaty (aims, achievements and failures), League of Nations ((aims, achievements and failures), World economic depression (causes and effects), totalitarian regimes (factors for rise and downfall) with special focus on Fascism and Nazism.	– Do research in groups, using internet and reading range of written materials. One group researches on the causes, while the other researches on the effects of the First World war. Thereafter, they make presentations in class and write an essay. – Student-teachers use relevant materials such as internet books, news papers, movies, etc to find out the causes and the consequences of the 1929-1933 economic crises. Thereafter, they make presentations. – Form groups for discussions and debate the factors for the rise and downfall of totalitarian regimes. Present and summarize results in an essay form. – Manipulate different resources to analyze the aims, achievements and failures of Versailles peace treaty as well as League of Nations

Assessment criteria: The student-teacher should be able to analyze the political, economic and social changes in the World between the two World Wars
Links to other Subjects: Social studies in Primary schools
Resources: Textbooks, internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and Braille materials. Sign language should be used when teaching learners with hearing impairment, etc.

Subject: SOCIAL STUDIES	**Year: 3**	Option: EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION
TOPIC AREA: History	**Sub Topic**: History of Europe and the rest of the world	
Unit 5: The second world war and its effects		**No. of periods:5**
Key Unit competence: The student-teacher should be able to examine the causes and the effects of Second World War.		

Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	Skills	Attitudes and values		
– -Discuss both, long term and immediate causes of Second World War. – -Describe the effects Second World wars. – Explain the aims, achievements and failures of United Nations Organization.	– Assess the long term and the immediate term causes of Second World War. – Analyze the effects of the Second World War – Analyze the aims, achievements and failures of United Nations Organization.	– Debate the long term and the immediate term causes of Second World War – Acknowledge the consequences of Second World War. – Assess the role of UNO in peace keeping world wide	– Causes and consequences of Second World War. – -Aims, achievements and failures of United Nations Organization	– Do research in groups, using internet and reading range of written materials. One group researches on the causes, while the other researches on the effects of Second World war. Thereafter, they make presentations in class and write an essay – Form groups for discussions and debate the aims, achievements and failures of United Nations Organization. Present and summarize results in an essay form.

Assessment criteria: The student-teacher should be able to examine the causes and the effects of Second World War.
Links to other Subjects: Social studies in Primary schools
Resources: Textbooks, internet, pictures, maps, media, (newspapers and videos), tactile materials, jaws software, talking globes & tactile maps and Braille materials. Sign language should be used when teaching learners with hearing impairment, etc.

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7. ANNEXES

7.1. SUBJECTS AND WEEKLY TIME ALLOCATION

SN	Subject	Number of Periods								Number of Syllabi
		ECLPE		SSE		SME		LE		
		Y1	**Y2&3**	Y1	Y2&3	Y1	Y2&3	Y1	Y2&3	
1	Foundations of Education	6	6	6	5	6	5	6	5	1
2	English	5	5	5	4	5	4	7	7	3
3	Kinyarwanda	5	5	2	2	2	2	5	6	3
4	Mathematics	3	3	3	3	6	6	2	2	3
5	Integrated Science	4	4	1	1	11	0	1	1	3
6	Physics	0	0	0	0	0	5	0	0	1
7	Biology	0	0	0	0	0	5	0	0	1
8	Chemistry	0	0	0	0	0	5	0	0	1
9	Social Studies	4	4	11	0	2	2	2	2	3
10	History	0	0	0	5	0	0	0	0	1
11	Geography	0	0	0	5	0	0	0	0	1
12	Economics	0	0	0	5	0	0	0	0	1
13	Creative Performance (Music and Fine Arts)	4	4	4	4	2	2	4	4	2
14	Physical Education	1	1	2	1	1	1	1	1	1
15	Entrepreneurship	2	2	2	2	2	2	2	2	1
16	ICT	2	2	2	2	2	2	2	2	1
17	TMP	7	7	4	4	6	4	4	4	11
18	SNE	2	2	2	2	2	2	2	2	1
19	Religious Education	1	1	4	3	1	1	1	1	2
20	French	4	4	2	2	2	2	7	7	3
21	Kiswahili	1	1	1	1	1	1	5	5	2
22	Co-Curricular	1	1	1	1	1	1	1	1	0
23	Individual Study	8	8	8	8	8	8	8	8	0
24	School Attachment	Year 3 (First term)								
	TOTAL	60	60	60	60	60	60	60	60	46

7.2. OVERVIEW OF SOCIAL STUDIES FOR EARLY CHILDHOOD AND LOWER PRIMARY EDUCATION

TOPIC AREA	SUBTOPIC AREA	COMPETENCIES		
		Year 1	Year 2	Year 3
The concept of social studies	----------	Explain the overview and the relationship between the components of social studies	----------	----------
Geography	Physical geography	Distinguish the components of the universe and the Solar system. Explain the earth movements and their effects.	----------	----------
		Analyze the formation of major relief regions of Rwanda and their effects on human activities	Describe the Internal processes responsible for the evolution of different relief landforms and associated features. Describe the external processes responsible for the evolution of different relief landforms and associated features.	----------
		Compare different types of rocks in Rwanda and their importance.	Explain the mode of formation of rocks and their importance with special focus on the economic aspect.	----------
		Compare different types of soils of Rwanda and assess their importance.	Explain the factors for soil formation, the causes and effects of soil erosion, and soil conservation measures.	----------
		Analyze the climate of Rwanda and the impact of climate change on human activities.	Appreciate the importance of the atmosphere, weather, and the impact of climate on the environment and human activities in the world.	

		Appreciate the importance of different vegetation types and their conservation in Rwanda.	Appreciate the distribution of different vegetation types in the world	----------
		Analyze the drainage system of Rwanda and its relationships with human activities.	----------	----------
	Human and Economic geography	Discuss peculiar demographic problems in Rwanda and their solutions	Discuss peculiar demographic problems in China and their solutions	----------
		Assess the impact of rural and urban settlements on sustainable development of Rwanda.	----------	----------
		Analyze the impact of Various socio-economic activities on sustainable development of Rwanda (Agriculture, Mining, Power and Energy, Industrialization, Tourism.	----------	
History	History of Rwanda	Analyze the political, social and economic organization of pre-colonial Rwanda.	Examine the achievements and failures of the 1st and the 2nd Republics in Rwanda	----------
		Evaluate the performance of the German and Belgian rules in Rwanda	Assess the causes and consequences of Liberation war of 1990-1994 in Rwanda.	----------

		Assess the 1959 crisis in Rwanda Evaluate the process of independence in Rwanda	Analyze forms of genocide denial and genocide ideology in Rwanda and abroad	----------
			Analyze the achievements and challenges of the Rwandan Governments in post genocide period (transition period and 3rd Republic) Suggest ways of preventing genocide from happening again in Rwanda and elsewhere	----------
	Citizenship	----------	Examine the achievements and failures of the 1st and the 2nd Republics in Rwanda.	
		----------	Assess the causes and consequences of Liberation war of 1990-1994 in Rwanda.	
		----------	Analyze the achievements and challenges of the Rwandan Governments in post-genocide period (transition period and 3rd Republic)	
		----------	Analyze forms of genocide denial and genocide ideology in Rwanda and abroad	
		----------	Suggest ways of preventing genocide from happening again in Rwanda and elsewhere	
		----------	Suggest ways of preventing Human Rights violations (Forced labour for Children) Analyze the national duties and responsibilities (Itorero, imihigo, Umuganda, community policing)	----------
		----------	Explore ways of preventing conflicts and violence at national and international level	----------

		----------	Explore different major measures of home grown solution to solve conflicts (Abunzi, Gacaca) Identify the lessons that can be learnt from failed self –reliance policies of African leaders Explain how justice has been delayed and denied in Rwandan society. Critique how home-grown solutions contribute to self-reliance (*Girinka, Ubudehe, Kuremera, Umuganda, Agaciro, Imihigo, Itorero* community policing.	----------
		----------	Analyze different types of leadership management in Rwandan context (Imihigo, umushyikirano). Compare forms of democracy and justice in Rwanda and the neighboring countries	----------
		----------	Survey the factors of national cohesion: Culture History Economic and human activities	----------
	History of Africa	----------	Analyze Islamic political movements in Africa (Jihads movements)	----------
			Discuss the role of agents of colonial conquest (Christian missionaries, charted companies and explorers). Describe European domination, exploitation in Africa and its consequences in the 19th Century.	----------
		----------	Analyze impact of colonial rule on political, economic and social on African societies.	

		----------	Analyze causes of African nationalism, the means used to regain independence in Africa and its impact on African societies	----------
	History of Europe and the rest of the World	----------	----------	Analyze the contribution of main civilizations of the World to the development of society. Analyze the background and influence of middle and Modern Times on the world community.
		----------	----------	Assess the contributions of the Great Revolutions of 18th to 19th Centuries towards the transformation of Societies. Analyze the political, economic and social changes in the World between the two World Wars