# HISTORY SYLLABUS FOR TTCs

# OPTION: SOCIAL STUDIES EDUCATION

# YEAR 2 & 3

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## FOREWORD

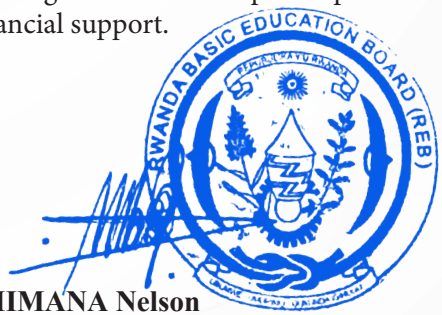
Rwanda Education Board is honored to avail the History Syllabus for Teacher Training Colleges (TTCs). This document serves as official guide to teaching and learning of History in TTCs. The document ensures consistency and coherence in the delivery of quality education in TTCs, Pre-primary and Primary education.

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 a competence based curriculum in TTCs. The TTC curriculum was revised to align it to the Competence Based Curriculum for basic education, to prepare teachers who are competent and confident to implement CBC in pre-primary and primary education. The rationale of the changes is to ensure that TTC leavers are qualified for job opportunities and further studies in Higher Education in different programs under education career advancement.

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

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

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Director General

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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, staff from REB, MINEDUC, National Itorero Commission, Aegis Trust, Lecturers from UR-CE, TTC principals, TTC Directors of Studies, tutors, teachers from secondary General Education whose efforts during the revision process were much valuable.

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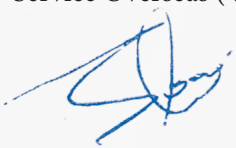
I owe gratitude to different education partners more especially USAID-Soma Umenye, Save the Children, Right To Play, Help a Child, Aegis Trust,Humanity and Inclusion, Flemish Association for Development Cooperation and Technical Assistance (VVOB), Voluntary Service Overseas (VSO), Teach Rwanda and IEE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



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

The History 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 History in different contexts and see its importance in daily life. Tutors help the student- teachers appreciate the relevance and benefits for studying History.

The learning of student teacher is influenced by many factors such as curriculum relevancy, necessary and sufficient pedagogical approach by tutors, assessment strategies and sufficient instructional materials. With review of the History syllabus, these factors have been aligned with the competence-based curriculum for general education. This will lead to having qualified and competent teachers who are ready to implement the competence based curriculum for pre/primary education and perform well in higher education or any fields that require some knowledge of History. 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 History

History plays an important role in the society. History is one of the social science subjects and is an important discipline that has contributed to the human activities, political and social transformation throughout the world.

History enables student-teachers to understand the past and the present so as to improve the future. It guides the interaction between the tutor and the student teacher in the learning process and highlights the knowledge, skills, attitudes and the values that a student teacher should acquire at the end of each unit which helps him/her to be professionally competent and participate actively and critically in the society.

### 1.4.1 History and Society

History is the 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, History is an important subject as it supports other subjects. This TTC History syllabus is intended to address gaps in the current History syllabus which lacks adequate and appropriate knowledge, skills, attitudes and values.

### 1.4.2. History and Student teachers

Student teachers need enough basic Historical competences to be effective members of Rwandan society including the ability to understand the past and the present so as to improve the future. It guides the interaction between the tutor and the student teacher in the learning process and highlights the knowledge, skills, attitudes and the values that a student teacher should acquire at the end of each unit which helps him/her to be professionally competent and participate actively and critically in the society.

Therefore, History equips student teachers with knowledge, skills and attitudes necessary to enable them to succeed in an era of rapid technological growth, political and socio-economic development. Mastery of History makes student teachers being confident in problem solving. It enables the student-teachers to be systematic, creative and self-confident in reasoning; think critically; develop imagination, initiative and flexibility of mind. In this regard, learning History needs to include practical problem-solving activities with opportunities for student teachers to plan their own investigations in order to develop their Historical competence and confidence.

As new technologies have had a dramatic impact on all aspects of life, wherever possible in History, 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 use of the combination of knowledge, skills, attitudes and values.

The present syllabus gives the opportunity to student-teachers to develop different 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 out into learning objectives (knowledge, skills, attitudes and values) in every unit.

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

For student teachers, professional standards are acquired through generic competences and professional practices that are emphasized and reflected in the learning process. The History 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:

**i) 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 subject area.

**ii) The teacher as an educator**

The professional teacher enhances and stimulates cognitive, social-emotional, physical and moral development of the learners. She/he therefore has a thorough understanding of the learner'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. She/he guides and coaches his/her student teachers to become social, self-confident, independent, responsible, open-minded and

innovative people and act like a role model. In order to be educator, the student teacher must be supported in developing cooperation, inter personal and life skills.

**iii) The teacher as a subject expert**

The professional teacher stimulates the student's critical thinking, problem solving and creativity. She/he uses teaching/learning methods and techniques that are appropriate to pre primary and primary education; She/he applies relevant content, plans lessons, integrating play-based strategies in teaching and learning. The teacher in preprimary and primary education has a thorough subject 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 other subjects and connect it with real life situations.

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

**iv) The teacher as a communicator**

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

**v) 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. She/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.

**vi) 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. She/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 History competences

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

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

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

## 2. PEDAGOGICAL APPROACH

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

### 2.1 Role of the Student teacher

In the competence based syllabus, the student-teacher is the principal actor of his/her education. She/he 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's 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. Therefore, the opportunities should be given to student teachers to solve problems using critical thinking and problem solving skills.
- Student teachers work on one competence at a time to form concrete units with specific learning objectives (knowledge, skills and attitudes).
- Student teachers will be encouraged to do research and present their findings through group work activities.

- Student teachers are 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 tutor must identify the needs of the student teachers, the nature of the learning to be done, and the means to shape learning experiences accordingly;
- *An advisor*: he/she provides counseling and guidance for student-teachers in need. He/she comforts and encourages student teachers by valuing their contributions in the class activities;
- *A conflict-solver:* most of the activities are performed in groups. The members of a group may have problems such as attribution of tasks; they should find useful and constructive the intervention of the teacher as a unifying element.
- *Asked for help* only when the whole group agrees to ask a question
- *Ethical and preaches by examples* by being impartial, by being a role-model, by caring for individual needs, especially for slow student teachers and those with physical impairments, through a special assistance, by providing remedial activities or reinforcement activities. One should notice that this list is not exhaustive.

## 2.3. Special Needs Education and Inclusive Approach

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

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 History tutor is advised to work closely with the tutor of special need education to provide appropriate support to any identified student teacher's needs.

### 2.4. Skills Lab Pedagogy

History is a practical subject. Students must have time to practice through (group discussion, field study at historical sites, museums and afterwards present the results of their trip/ findings, role play on how to prevent human rights violation. Role play on how genocide was stopped…..).

Student teachers should engage in different clubs to guarantee practice of History. It is called "Skills Laboratory" or "Skills Lab" for abbreviation. No special facilities or equipment is required for Skills Lab. In order for student teachers to learn History program 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 labs are easy method to change teacher's pedagogy from theory-based to competency-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% teacher talk time and the rest is for the students)
- Students receive constructive feedback on their work (Teacher gives quality feedback on student presentations).
- Skills lab consists of three components: build, practice and present.
- Link to student clubs (such as Unity and Reconciliation, Peace and values education, environmental, anti-drugs, AIDS …. ) as a platform for practicing real life activities through results.

Skills lab is the time when lesson combines the competencies 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 competencies 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 the 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 History concept? Has the student teacher mastered the History concepts? Indicators: correctness of answers, coherence of ideas, logical reasoning, use correctly Historical 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

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

- Materials to encourage group work activities and presentations: Computers (Desktops & laptops) and projectors; Manila papers and markers, textbooks and handouts, poems, testimonies, press media, songs, tactile materials, jaws software, talking globes, tactile maps, braille materials and sign language charts.
- Materials for drawing maps, charts and graphs: Geometric instruments, ICT tools such as Microsoft student ENCARTA, and sign language charts.
- Materials for enhancing research skills: Textbooks and internet (the list of the textbooks to consult is given in the reference at the end of the syllabus and those books can be found in printed or digital copies), poems, testimonies, press media, songs, tactile materials, jaws software, talking globes, tactile maps, braille materials and sign language charts.

- Equipment, materials and sites to encourage the development of Historical research: field visit, historical sites, genocide memorials, archeological sites, museums, testimonies, archives, etc.

The technology used in teaching and learning History has to be regarded as tools to enhance the teaching and learning process and not to replace tutors.

### 4.2. Human resources

For the successful and smooth teaching of History, the tutor must have excellent subject knowledge and an ability to model the application of this knowledge to the challenges and problems in History from local to global level. The tutor must be able to inspire student-teachers and be a role model as an enthusiastic historian and lifelong student teacher.

## 5. SYLLABUS UNITS

### 5.1. History syllabus units for Year 2

#### 5.1.1. Key competencies at the end of Year 2

At the end of Year 2 student teacher will be able to:

- Compare different genocides that occurred in different parts of the world;
- Evaluate different forms of genocides ideology and how the genocide has been denied in Rwanda and in other societies.
- Assess how the genocide can be prevented in Rwanda and elsewhere in the World.
- Describe the concept of dignity, self-reliance and resolution of conflicts in various societies including Rwanda.
- Describe the origin, rise, organisation and the collapse of the different empires in West and South Africa
- Describe the exploration and colonisation of Africa by the Europeans
- Explain the origin of Islam, its impact; and causes and consequences of the Jihad movements
- Explain the role of the different colonial agents during the colonisation process
- Examine the contribution of the ancient civilisations to the modern societies
- Describe the causes, course and the effects of the major European events from 1789-1835.

### 5.1. 2. Syllabus units for Year 2

<table>
<tr><td colspan="2">Subject: HISTORY</td><td colspan="2">Year: 2</td><td>Option: SOCIAL STUDIES EDUCATION</td></tr>
<tr><td colspan="2">TOPIC AREA: HISTORY OF RWANDA</td><td colspan="3">Sub Topic Area: HISTORY OF GENOCIDE</td></tr>
<tr><td colspan="4">Unit 1 : COMPARISON OF THE GENOCIDES</td><td>No. of periods: 8</td></tr>
<tr><td colspan="5">Key Unit competence: The student teacher should be able to compare different genocides in the 20th century.</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 different genocides happened in the 20th Century, where and when they occurred.<br>– Identify the similarities and the differences between the genocide against the Tutsi and other genocides.</td><td>– Suggest what could have been done to avoid the different genocides that occurred in the 20th century.<br>– Analyze the similarities and the differences between the genocide against the Tutsi and other genocides.</td><td>– Advocate for fighting against anything that can lead to genocide.</td><td>– Different genocides in the 20th century (e.g. Holocaust, genocide against the Tutsi).<br>– Similarities and differences between the genocide against the Tutsi and the other genocides.</td><td>– The student teachers use a range of resources including the textbooks, internet, media, films, etc. to differentiate the genocides in the 20th century. Then, write an essay.<br>– The student teachers form groups of five student teachers to debate and discuss about the different genocides. Thereafter, they make presentations in the class followed by questions and answers.</td></tr>
<tr><td colspan="5">Assessment criteria: The student- teachers are able to compare different genocides</td></tr>
<tr><td colspan="5">Links to other Subjects: Conflict transformation in General Studies and Communication Skills.</td></tr>
<tr><td colspan="5">Resources: Textbooks, internet, poems, media, songs, testimonies from the survivors and rescuers, films, Braille materials, sign language charts, talking globes and tactile maps etc.</td></tr>
</table>

| Subject: HISTORY | Year: 2 | Option: SOCIAL STUDIES EDUCATION |
|---|---|---|
| TOPIC AREA: HISTORY OF RWANDA | Sub Topic Area: INDEPENDENT RWANDA | |
| Unit 2: THE ACHIEVEMENTS AND THE CHALLENGES OF THE GOVERNMENT OF RWANDA AFTER THE GENOCIDE AGAINST THE TUTSI | | No. of periods: 12 |
| **Key Unit competence:** The achievements and the challenges of the Government of Rwanda after the genocide against the Tutsi | | |

| Learning Objectives | | | Content | Learning Activities |
|---|---|---|---|---|
| **Knowledge and understanding** | **Skills** | **Attitudes and values** | | |
| – Identify the achievements and the challenges of the Rwandan Government after the genocide against the Tutsi. | – Analyze the achievements and the challenges of the Rwandan Government after the genocide against the Tutsi in political, social and economic spheres of life. | – Recognise the achievements and the challenges of the Rwandan Government after the genocide against the Tutsi. | – Achievements and the challenges of the Rwandan Government after the genocide against the Tutsi. | – The student teacher do research using relevant documents and internet to find about the achievements and the challenges of the Rwandan Government after the genocide against the Tutsi. Thereafter, make a presentation in the class followed by questions and answers. |

***Assessment criteria:*** *The achievements and challenges of the Government of Rwanda after the genocide against the Tutsi.*

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

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

<table>
<tr><td colspan="2">Subject: HISTORY</td><td colspan="2">Year: 2</td><td>Option: SOCIAL STUDIES EDUCATION</td></tr>
<tr><td colspan="2">TOPIC AREA: HISTORY OF RWANDA</td><td colspan="3">Sub Topic Area: HISTORY OF GENOCIDE</td></tr>
<tr><td colspan="4">Unit 3 : GENOCIDE DENIAL AND GENOCIDE IDEOLOGY IN RWANDA AND ABROAD</td><td>No. of periods: 10</td></tr>
<tr><td colspan="5">Key Unit competence: The student teacher should be able to analyze different forms of genocide denial and genocide ideology in Rwanda and abroad</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 forms of genocide ideology.<br>- Describe how the genocide has been denied in Rwanda and in other societies.<br>- Identify different channels of genocide denial.</td><td>- Analyze the components of the genocide ideology developed in the Rwandan society.<br>- Explain different forms of genocide denial and its manifestation in the Rwandan society and abroad.<br>- Analyze the different channels of genocide denial and their content<br>- Suggest ways of fighting against different forms and channels of genocide denial and ideology.</td><td>- Appreciate the destructiveness of the two compared genocides studied, to develop the spirit of love.<br>- Show interest in expanding their knowledge on the genocide.</td><td>- Forms of genocide denial and ideology.<br>- Channels of genocide denial and genocide ideology.</td><td>- The student teacher use a range of resources including the textbooks, and use internet media, films, etc to examine the forms of genocide ideology and denial. Thereafter, they write an essay.<br>- The student teacher form group discussion to debate about the genocide denial, genocide ideology and the channels of genocide denial. Later, they make presentations in the class followed by questions and answers.</td></tr>
<tr><td colspan="5">Assessment criteria: The student- teacher is able to compare the different forms of genocide denial and genocide ideology in Rwanda and abroad.</td></tr>
<tr><td colspan="5">Links to other Subjects: Conflict transformation in General Studies and Communication Skills, composition and comprehension in Languages and demography in human Geography.</td></tr>
<tr><td colspan="5">Resources: Textbooks, internet, poems, press media, songs, tactile materials, jaws software, talking globes, tactile maps, braille materials and sign language charts.</td></tr>
</table>

| Subject: HISTORY | | Year: 2 | Option: SOCIAL STUDIES EDUCATION | |
|---|---|---|---|---|
| TOPIC AREA: HISTORY OF RWANDA | | Sub Topic Area: HISTORY OF GENOCIDE | | |
| Unit 4: PREVENTION OF GENOCIDE | | | | No. of periods: 16 |
| Key Unit competence: The student-teachers should be able to explain the measures of preventing genocide from happening again in Rwanda and elsewhere. | | | | |
| Learning Objectives | | | Content | Learning Activities |
| Knowledge and understanding | Skills | Attitudes and values | | |
| – Explain the measures of preventing genocide from happening where it has not happened and where it has happened.<br>– Identify the challenges encountered in the process of preventing genocide.<br>– Identify the institutions that are responsible for preventing genocide and their respective tasks in that role. | – Analyse the different measures of preventing genocide.<br>– Analyse the challenges encountered in the process of preventing genocide.<br>– Suggest the solutions to the challenges faced during the genocide prevention. | – Appreciate the different strategies used to prevent genocide from happening again in Rwanda and elsewhere, since this one develops the culture of love.<br>– Recognise the challenges encountered during the process of preventing genocide. This improves the spirit of respect in Rwanda.<br>– Appreciate the solutions to the challenges faced during the genocide prevention, so as to develop the spirit of love. | – Measures of preventing genocide at primary, secondary and tertiary levels<br>– Challenges faced in the process of preventing genocide.<br>– Solutions to the challenges faced in the process of preventing genocide. | – The student teachers use internet and read a range of materials including the textbooks to understand the different measures of genocide prevention. Thereafter, they write an essay that will be reviewed by the tutor.<br>– The student teachers form two groups, one to discuss and research on the challenges encountered during the process of preventing genocide and the other to deal with the possible solutions to the challenges. Then, they make presentations in the class followed by questions and answers. |
| ***Assessment criteria:*** *The student- teachers are able to explain the measures of preventing genocide happening where it has not happened and where it has happened.* | | | | |
| ***Links to other Subjects:*** *Conflict transformation in General Studies and Communication Skills and demography in Geography* | | | | |
| ***Resources:*** *Textbooks, internet, poems, testimonies, press media, songs, tactile materials, jaws software, talking globes, tactile maps, braille materials and sign language charts.* | | | | |

| Subject: HISTORY | Year: 2 | Option: SOCIAL STUDIES EDUCATION |
|---|---|---|
| TOPIC AREA: CITIZENSHIP | Sub Topic Area: HUMAN RIGHTS, DUTIES AND RESPONSIBILITIES | |
| Unit 5: RIGHTS, DUTIES AND OBLIGATIONS | | No. of periods: 3 |

**Key Unit competence:** To be able to analyse how rights are balanced by obligations and duties and relate this to the situation in Rwanda.

| Learning Objectives | | | Content | Learning Activities |
|---|---|---|---|---|
| **Knowledge and understanding** | **Skills** | **Attitudes and values** | | |
| – Explain the concepts of rights, duties and obligations in the family, community and nation.<br>– Describe the balance between duties and obligations in the family, community and nation.<br>– Identify the obligations of the state towards its population.<br>– Explain the concepts of rights, duties and obligations.<br>– Describe the balance between duties and obligations. | – Examine the role of rights, duties and obligations in society and nation building.<br>– Analyse the difference between duties and obligations. | – Acquire the spirit of citizenship.<br>– Develop the spirit of being law abiding.<br>– Recognise the individual's rights and obligations towards oneself, family, society and nation.<br>– Appreciate the balance between duties and obligations. | – Duties of a citizen toward his/her nation.<br>– Obligations of the state towards its population.<br>– How duties and obligations are balanced in Rwanda. | – Read relevant materials and use internet for information about duties and obligations and list the findings.<br>– Role play on gender roles in the family, community and nation.<br>– Discuss duties and obligations of each citizen in groups and present the results in class.<br>– Write poems or an essay on duties and obligations. |

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

***Links to other Subjects:*** *General Studies: duties and obligations.*

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

<table>
<tr><td colspan="2">Subject: HISTORY</td><td>Year: 2</td><td colspan="2">Option: SOCIAL STUDIES EDUCATION</td></tr>
<tr><td colspan="2">TOPIC AREA: CITIZENSHIP</td><td colspan="3">Sub Topic Area: DIGNITY AND SELF-RELIANCE</td></tr>
<tr><td colspan="4">Unit 6 : DIGNITY AND SELF-RELIANCE</td><td>No. of periods:16</td></tr>
<tr><td colspan="5">Key Unit competence: The student-teacher should be able to critique how the home-grown solutions contribute to self-reliance (Girinka, Ubudehe, akarima k'igikoni, Kuremera, Umuganda, Agaciro, Imihigo, Itorero and Community Policing).</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 concepts of the home-grown solutions and self-reliance:<br>• Girinka.<br>• Ubudehe.<br>• Akarima k'igikoni.<br>• Kuremera.<br>• Umuganda.<br>• Agaciro.<br>• Imihigo.<br>• Itorero.<br>• Community policing.<br>– Identify the contribution of the home- grown solutions towards a good governance, self-reliance and dignity.<br>– Identify the challenges encountered during the implementation of the home-grown solutions</td><td>– Evaluate the concepts of the home-grown solutions and self-reliance, and their contribution to nation building.</td><td>– Recognise the concept of the home-grown solutions and indicate its contribution to self-reliance in an attempt to develop the spirit of economic independence.</td><td>– Concepts of the home grown solutions and self-reliance:<br>• Girinka.<br>• Ubudehe.<br>• Akarima k'igikoni.<br>• Kuremera.<br>• Umuganda.<br>• Agaciro.<br>• Imihigo.<br>• Itorero.<br>• Community policing.<br>– Contribution of the home -grown solutions towards a good governance, self-reliance and dignity.<br>– Challenges encountered during the implementation of the home-grown solutions.</td><td>– The student teachers form groups to discuss and debate on the home-grown solutions and self-reliance. Later, they present their findings.<br>– 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 home-grown solutions.</td></tr>
<tr><td colspan="5">Assessment criteria: The student-teacher is able to critique how the home-grown solutions contribute to self-reliance (Girinka, Ubudehe, akarima k'igikoni, Kuremera, Umuganda, Agaciro, Imihigo, Itorero and Community policing).</td></tr>
<tr><td colspan="5">Links to other Subjects: Economic independence and dependence in Economics.</td></tr>
<tr><td colspan="5">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.</td></tr>
</table>

| Subject: HISTORY | | Year: 2 | Option: SOCIAL STUDIES EDUCATION | |
|---|---|---|---|---|
| TOPIC AREA: HISTORY OF AFRICA | | Sub Topic Area: HISTORY OF ANCIENT AFRICA | | |
| Unit 7: ORIGIN, RISE AND DECLINE OF WEST AFRICAN EMPIRES | | | | No. of periods: 24 |
| **Key Unit competence:** The student- teacher should be able to describe the origin, rise and the decline of the West African empires. | | | | |
| **Learning Objectives** | | | **Content** | **Learning Activities** |
| **Knowledge and understanding** | **Skills** | **Attitudes and values** | | |
| – Describe the origin and the rise of the West African empires (Ghana, Mali, Songhai, Kanem Bornu)<br>– Identify the factors for the decline of the West African empires. | – Examine the origin and the rise of West African empires, so as to determine why some states expanded into large empires.<br>– Examine the factors for the downfall of West African empires. | – Appreciate the contribution / achievements of the African kings towards the origin, rise and the collapse of West African empires.<br>– Recognise the factors for the collapse of West African empires | – Origin and the rise of West African empires (Ghana, Mali, Songhai, Kanen-Bornu)<br>– Decline of the West African empires. | – The student teachers do research by reading textbooks and using internet to get information about the origin, rise and the decline of the West African empires. Afterwards, they write an essay. |
| ***Assessment criteria:*** *The student- teacher is able to describe the origin, rise and decline of West African empires.* | | | | |
| ***Links to other Subjects:*** *Physical divisions and migration in Geography, wars and conflicts in General Studies and Communication Skills and trade in Economics* | | | | |
| ***Resources:*** *Books, internet, poems, media, testimonies from the elders, films, Braille materials, sign language charts, talking globes and tactile maps etc.* | | | | |

| Subject: HISTORY | Year: 2 | Option: SOCIAL STUDIES EDUCATION |
|---|---|---|
| TOPIC AREA: HISTORY OF AFRICA | Sub Topic Area: HISTORY OF ANCIENT AFRICA | |
| Unit 8: ORIGIN OF ISLAM AND ITS IMPACT IN WEST AFRICA | | No. of periods: 20 |

**Key Unit competence:** The student-teacher should be able to explain the origin of Islam, its impact; and causes and consequences of the Jihad movements.

| Learning Objectives | | | Content | Learning Activities |
|---|---|---|---|---|
| **Knowledge and understanding** | **Skills** | **Attitudes and values** | | |
| – Explain the origin of Islam<br>– Describe how the Islamic civilization spread in Africa.<br>– Identify the causes and the consequences of Jihads movements in Western Sudan | – Discuss the origin of Islam.<br>– Explain how Islamic civilization spread in Africa and balanced its consequences.<br>– Assess the causes and the consequences of the Jihad movements in Africa. | – Recognize the origin of Islam.<br>– -Acknowledge how Islam spread and affected the Sub Saharan Africa. This will develop the spirit of acceptance and tolerance.<br>– Acknowledge the causes and the consequence of Jihad movements and develop the spirit of respecting the culture. | – Origin of Islam.<br>– Spread of Islamic civilization and its effects.<br>– Causes and the consequences of the Jihad movements. | – The student teachers read a range of textbooks, use internet to get information about the origin of Islam. Later, they write an essay.<br>– In group discussions, the student-teachers debate on how Islam spread in Sub Saharan Africa and its impact. Thereafter, make presentations.<br>– The student- teachers form two groups, one to discuss and debate about the causes and another to deal with the effects. Then, present their findings in the class, how important was Islam in the expansion in West Africa Empires. |

***Assessment criteria:*** *The student- teachers are able to explain the origin of Islam, how it spread, its impact and the jihad movements*

***Links to other Subjects:*** *Demography, migration in Geography, wars and conflicts in General Studies and Communication Skills and commercial relations in Economics.*

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

<table>
<tr><td colspan="2">Subject: HISTORY</td><td>Year: 2</td><td colspan="2">Option: SOCIAL STUDIES EDUCATION</td></tr>
<tr><td colspan="2">TOPIC AREA: HISTORY OF AFRICA</td><td colspan="3">Sub Topic Area: EUROPEAN EXPLORATION AND COLONISATION OF AFRICA</td></tr>
<tr><td colspan="4">Unit 9: ROLE OF COLONIAL AGENTS IN THE CONQUEST OF AFRICA.</td><td>No. of periods: 14</td></tr>
<tr><td colspan="5">Key Unit competence: The student- teacher should be able to discuss the role of the colonial agents in the conquest of Africa.</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 colonial agents (missionaries, chartered companies and explorers, etc.).<br>- Explain the roles played by different colonial agents in the conquest of Africa and its consequences.</td><td>- Assess the role played by different colonial agents in acquiring colonies in Africa.<br>- Assess the consequences of colonial agents in Africa.</td><td>- Appreciate the role played by different colonial agents towards colonization of Africa.<br>- Analyze the consequences of colonial agents in Africa</td><td>- Role played by colonial agents in the process of colonization of Africa.<br>- Consequences of colonial agents in Africa.</td><td>- The student teachers form groups, discuss and debate about the role played by different colonial agents during the colonization process. Thereafter, they write an essay.<br>- Once the student teachers make the judgments that were most influential, they discuss followed by questions and answers.</td></tr>
<tr><td colspan="5">Assessment criteria: The student teacher should be able to discuss the role of colonial agents in the conquest of Africa.</td></tr>
<tr><td colspan="5">Links to other Subjects: Demography, migration in Geography, wars and conflicts in General Studies and Communication Skills.</td></tr>
<tr><td colspan="5">Resources: Books, internet, poems, media, testimonies from the elders, films, atlas, globe, wall map, pictures and photographs, Braille materials, sign language charts, talking globes and tactile maps etc.</td></tr>
</table>

<table>
<tr><td colspan="2">Subject: HISTORY</td><td>Year: 2</td><td colspan="2">Option: SOCIAL STUDIES EDUCATION</td></tr>
<tr><td colspan="2">TOPIC AREA: HISTORY OF AFRICA</td><td colspan="3">Sub Topic Area: COLONIAL ADMINISTRATIVE POLICIES AND DE-COLONISATION</td></tr>
<tr><td colspan="4">Unit 10: AFRICAN RESPONSE TO THE COLONIAL RULE</td><td>No. of periods: 10</td></tr>
<tr><td colspan="5">Key Unit competence: The learner should be able to assess the African reactions towards the European colonization</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 different forms of collaboration by giving examples.<br>– Describe the reasons for the collaboration and its effects.<br>– Explain the different forms of resistance and its effects by giving examples.</td><td>– Analyse the different forms of collaboration that helped to speed the process of colonization.<br>– Examine the reasons for collaboration and its effects in Africa, in order to determine the role of the Africans in the colonization process.<br>– Assess different methods of resistance, its causes and the consequences.</td><td>– Appreciate the different forms of collaboration by giving examples.<br>– Acknowledge the reasons for collaboration and its impact on the African societies so as to blame them in order to develop the learner's spirit for respect and love.<br>– Appreciate the methods of resistance, its causes and the effects in order to develop the spirit of nationalism and patriotism.</td><td>– Forms of collaboration.<br>– Reasons for collaboration.<br>– Consequences of the collaboration.<br>– Forms and methods of the resistance.<br>– Reasons and the consequences for the resistance.</td><td>– The learners in groups debate and discuss about the different forms of collaboration and resistance. Thereafter, they present their resolutions in the class followed by questions and answers.<br>– The learners read a range of materials e.g. the textbooks, to get key information about the collaboration and resistance. Afterwards, they write an essay.<br>– The learners use media and films to get the information about the resistance and collaboration. Then, they note down the key points, i.e. which is more important between the resistance and collaboration.</td></tr>
<tr><td colspan="5">Assessment criteria: The learners are able to assess the reasons and the effects of resistance and collaboration in Africa and make a judgement which was more important between the resistance and collaboration.</td></tr>
<tr><td colspan="5">Links to other Subjects: Wars and conflict in General Studies and Communication Skills and migration in Geography</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 charts, etc</td></tr>
</table>

| Subject: HISTORY | Year: 2 | Option: SOCIAL STUDIES EDUCATION |
|---|---|---|
| TOPIC AREA: WORLD HISTORY | Sub Topic: ANCIENT WORLD CIVILISATIONS | |
| Unit 11: CONTRIBUTION OF THE MAIN ANCIENT CIVILIZATIONS TO THE DEVELOPMENT OF THE MODERN SOCIETY. | | No. of periods: 30 |

**Key Unit competence:** To explore the contribution of the main ancient civilizations of the world to the development of the modern society.

| Learning Objectives | | | Content | Learning Activities |
|---|---|---|---|---|
| **Knowledge and understanding** | **Skills** | **Attitudes and values** | | |
| – Locate on the World map, from where did the Greek and Roman civilizations start.<br>– Identify the contributions of the Greek and Roman civilizations to the modern society. | – Describe the location of Greece and Rome and show how they were occupied (settled).<br>– Evaluate the impact of the Greek and Roman civilizations on the modern society. | – Appreciate the importance of the Greek and Roman civilizations to the modern society as this will develop the student- teacher's spirit of working hard. | – Location of Greek and Roman civilizations<br>– Contributions of the Greek and Roman civilizations | – The student-teachers use maps, atlas, globe and textbooks to discover where the Greek and Roman civilizations started from. Afterwards, they summarize their point in an essay form.<br>– Thereafter, they make presentations followed by questions and answers.<br>– 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? |

***Assessment criteria:*** *The student teacher is able to explore the contribution of the main ancient civilizations of the world to the development of the modern society*

***Links to other Subjects:*** *Physical division and location in Geography and inventions in Chemistry and Physics.*

***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.*

| Subject: HISTORY | Year: 2 | Option: SOCIAL STUDIES EDUCATION |
|---|---|---|
| TOPIC AREA: WORLD HISTORY | Sub Topic: GREAT REVOLUTIONS AND WORLD WARS | |
| Unit 12: CAUSES AND IMPACT OF THE AMERICAN REVOLUTION | | No. of periods: 6 |

**Key Unit competence:** To be able to explain the causes and impact of American revolution

| Learning Objectives | | | Content | Learning Activities |
|---|---|---|---|---|
| **Knowledge and understanding** | **Skills** | **Attitudes and values** | | |
| – Describe the causes of the American Revolution.<br>– Explain the impact of the American revolution | – Analyse the causes of the American Revolution and interpret the role of each cause.<br>– Assess the effects of the American Revolution and balance positive and negative effects. | – Acknowledge the causes of the American Revolution and acquire the ideas of democracy and nationalism.<br>– Appreciate the consequences of American Revolution and the importance of the American ideas of liberty, equality and fraternity in the world. | – Causes of American revolution:<br>• Political causes<br>• Economic causes<br>• Social causes<br>– Effects of American Revolution both in America and in the rest of the world. | – Read relevant materials and use internet to understand the causes and impact of American Revolution and make presentations in class.<br>– Form discussion groups and research the causes and effect of American Revolution and write an essay.<br>– Watch films and debate in order to understand better the causes and the impact of the American Revolution. |

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

***Links to other Subjects*. :** *General Studies: human rights, constitution, democracy. Geography: use of maps.*

***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: HISTORY | Year: 2 | Option: SOCIAL STUDIES EDUCATION |
|---|---|---|
| TOPIC AREA: WORLD HISTORY | Sub Topic: GREAT REVOLUTIONS AND WORLD WARS | |
| Unit 13: THE 1789 FRENCH REVOLUTION | | No. of periods: 11 |

**Key Unit competence:** To be able to explain the origin, causes and consequences of the 1789 French Revolution

| Learning Objectives | | | Content | Learning Activities |
|---|---|---|---|---|
| **Knowledge and understanding** | **Skills** | **Attitudes and values** | | |
| – Describe the causes of the French Revolution.<br>– Explain the consequences of the French Revolution. | – Examine the causes of the French Revolution in order to relate it to other revolutions.<br>– Evaluate the consequences of the French Revolution as to know its contributions to the modern world. | – Appreciate the causes of the French Revolution in order to develop revolutionary ideas of liberty, equality and fraternity.<br>– Recognise the consequences of the French Revolution and its impact on modern society. | – Causes of French Revolution:<br>– Social inequality<br>– Political causes<br>– Economic situation<br>– Effects of French Revolution | – Research and discuss in groups and debate the causes and the consequences of French Revolution and point out main points and note them down. |

**Links to other subjects:** *General Studies: human rights, constitution, democracy. Geography: the use of maps*

***Assessment criteria**: Ability to explain the causes and effects of French Revolution*

***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.*

## 5.2. History Syllabus for Year 3

### 5.2.1. Key competencies at the end of Year 3

At the end of Year 3 student teacher will be able to:

- Explain the concepts of national cohesion, identities, Gacaca and Abunzi especially in conflict solving
- Examine the causes and effects of both First and Second World War.
- Describe the causes and effects of decolonization of Africa
- Examine the causes and the impact of neo colonialism in Africa with special attention to Rwanda.

### 5.2.2. Syllabus units for Year 3

<table>
<tr><td colspan="2">Subject: HISTORY</td><td colspan="2">Year: 3</td><td>Option: SOCIAL STUDIES EDUCATIOIN</td></tr>
<tr><td colspan="2">TOPIC AREA: CITIZENSHIP</td><td colspan="3">Sub Topic Area: CONFLICT TRANSFORMATION</td></tr>
<tr><td colspan="4">Unit 1: ROLE OF GACACA AND ABUNZI IN CONFLICT SOLVING</td><td>No. of periods: 16</td></tr>
<tr><td colspan="5">Key Unit competence: The student-teacher should be able to examine the role of Abunzi and Gacaca jurisdictions in solving conflicts in 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 concepts of Abunzi and Gacaca and their role in conflict transformation.<br>– Describe the structure of Abunzi and Gacaca</td><td>– Evaluate the role of Abunzi and Gacaca in conflict resolution<br>– Analyse the organisational structure of Abunzi and Gacaca</td><td>– Appreciate the role of Abunzi and Gacaca in conflict transformation.<br>– Acknowledge the structure of Abunzi and Gacaca, since it improves the spirit of love and unity.</td><td>– The role of Abunzi and Gacaca in conflict solving and reconciliation.<br>– The structure of Abunzi and Gacaca.</td><td>– The student-teachers do research using internet and reading range of materials on the origin of Abunzi and Gacaca jurisdictions in respect to their meanings. Later, they present their findings in class followed by questions and answers.<br>– The student-teachers form groups to discuss and debate about the structure and the role of Gacaca and Abunzi jurisdictions in conflict solving and reconciliation in Rwanda. Thereafter, they write short notes down.<br>– A role-play attempting to solve disputes between two student-teachers in the classroom using Abunzi. Thereafter, write an essay on how it is effective.</td></tr>
<tr><td colspan="5">Assessment criteria: The student-teachers are able to examine the role of Abunzi and Gacaca jurisdictions in solving home based conflicts in order to bring reconciliation in Rwandan society.</td></tr>
<tr><td colspan="5">Links to other Subjects: Human rights in General Studies and Communication Skills and economic activities in Economics.</td></tr>
<tr><td colspan="5">Resources: Books, internet, media (videos, relevant newspapers), brailed materials, sign language charts, posters.</td></tr>
</table>

| Subject: HISTORY | Year: 3 | Option: SOCIAL STUDIES EDUCATION |
|---|---|---|
| TOPIC AREA: WORLD HISTORY | Sub Topic Area: HISTORY OF EUROPE AND THE REST OF THE WORLD | |
| Unit 2: THE FIRST WORLD WAR AND INTER-WARS | | No. of periods: 32 |

**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.<br>– Describe the effects of the First World war.<br>– Analyze the aims, achievements and failures of Versailles peace treaty as well as League of Nations<br>– Explain the causes and effects of 1929 -1933 Economic Crisis.<br>– Describe the factors for the rise and downfall of totalitarian regimes in Europe. | – Assess the long term and the immediate term causes of the First World War.<br>– Analyze the effects of the First World War and the weakness of the League of Nations as well as UNO.<br>– Assess the causes and effects of the 1929-1933 economic crisis<br>– Evaluate the factors for the rise and downfall of totalitarian regimes in Europe | – Debate the long term and immediate term causes of the First World War<br>– Acknowledge the consequences of the First World war.<br>– Recognize the causes and effects of the 1929-1933 economic crisis<br>– 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.<br>– Inter-war period: Versailles Peace Treaty (aims, achievements and failures), League of Nations ((aims, achievements and failures), World economic depression (causes and effects), totalitarian regimes (factors for the rise and downfall) with special focus on Fascism and Nazism. | – Student teacher make research in groups, using internet and reading a range of written materials. One group research 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.<br>– Student-teachers use relevant materials such as internet, books, newspapers, movies, etc to find out the causes and consequences of the 1929-1933 economic crises. Thereafter, they make presentations.<br>– Form groups for discussions and debate the factors for the rise and downfall of totalitarian regimes. Present and summarize results in an essay form.<br>– 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: HISTORY | Year: 3 | Option: SOCIAL STUDIES EDUCATION |
|---|---|---|
| Topic Area: WORLD HISTORY | Sub Topic Area: HISTORY OF THE WORLD AND THE REST OF EUROPE | |
| Unit 3: THE SECOND WORLD WAR AND ITS EFFECTS | | No. of periods: 16 |

**Key Unit competence:** The student-teacher should be able to examine the causes and effects of the Second World War

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

***Assessment criteria:*** The student-teacher should be able to examine the causes and the effects of the 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.*

| Subject: HISTORY | Year: 3 | Option: SOCIAL STUDIES EDUCATION |
|---|---|---|
| Topic Area: HISTORY OF AFRICA | Sub Topic Area: EUROPEAN EXPLORATION AND COLONISATION OF AFRICA | |
| Unit 4:AFRICAN NATIONALISM AND THE ACQUISITION OF INDEPENDENCE | | No. of periods: 26 |

**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.

| Learning Objectives | | | Content | Learning Activities |
|---|---|---|---|---|
| **Knowledge and understanding** | **Skills** | **Attitudes and values** | | |
| – Explain the causes for the rise of African nationalism.<br>– Describe the means used by different African societies to regain independence.<br>– Identify the consequences of African nationalism. | – Analyze both, internal and external causes of African nationalism and their transformations.<br>– Examine the means and mechanisms used by Africans in the process of regaining their independence in a speed up manner. | – Interpret both internal and external causes of African nationalism and show how they increased the spirit of self-rule.<br>– Acknowledge the means and mechanisms used by Africans to regain their independence.<br>– Balance the consequences of African nationalism in an attempt to develop the spirit of self-rule. | – Causes of African nationalism<br>– Means used to regain independence in Africa.<br>– Consequences of African nationalism | – In groups, the student-teachers use internet and library to research on the causes of African Nationalism, and the role played by different African Nationalists towards independence of Africa. They present their findings in the form of power-point presentation in class. Later, the tutor draws out the major points.<br>– The student-teachers will be given homework to find the consequences of African nationalism. Then, the student-teachers present their homework to the class followed by questions and answers. |

***Assessment criteria:*** *The student -teacher is able to analyze different causes of African nationalism; the means used to acquire independence in Africa and its impact on African societies.*

***Links to other Subjects :*** *Demography, migration in Geography, wars and conflicts in General Studies and Communication Skills and the colonial economy in Economics*

***Resources:*** *textbooks, internet, poems, media, testimonies from the elder's films, atlas, globe, wall map, pictures and photographs, tactile materials, jaws software, talking globes, tactile maps, Braille materials and sign language etc.*

| Subject: HISTORY | Year: 3 | Option: SOCIAL STUDIES EDUCATION |
|---|---|---|
| TOPIC AREA: HISTORY OF AFRICA | Sub Topic Area: EUROPEAN EXPLORATION AND COLONISATION OF AFRICA | |
| Unit 5: CAUSES AND THE IMPACT OF NEO COLONIALISM | | No. of periods: 30 |

**Key Unit competence:** The learner should be able to examine the causes and the effects of neo colonialism in Africa.

| Learning Objectives | | | Content | Learning Activities |
|---|---|---|---|---|
| **Knowledge and understanding** | **Skills** | **Attitudes and values** | | |
| – Explain the causes of neo colonialism in Africa.<br>–<br>– State the indicators of neo colonialism in Africa.<br>– Identify the consequences of neo-colonialism in Africa. | – Examine the different causes of neo colonialism in Africa by analysing how the Europeans have influenced the institutions of Africa.<br>– Assess the indicators of neo colonialism in Africa by giving examples.<br>– Examine the consequences of neo-colonialism in Africa. | – Acknowledge the causes of neo colonialism in Africa. The learners will develop a spirit of self-reliance and interdependence.<br>– Recognise the indicators of neo colonialism in Africa as the initiation of love for Africa.<br>– Acknowledge the consequences of neo-colonialism in Africa. | – Causes of neo colonialism in Africa.<br>– Indicators of neo colonialism in Africa.<br>– Consequences of neo-colonialism in Africa. | – The learners form groups for discussions and debate, about the causes of neo-colonialism and thereafter, they make presentations in the class followed by questions and answers<br>– The learners will read extracts from the textbooks and use internet to find the causes and the effects of neo- colonialism and write an essay on the question: which is worse: colonialism or neo-colonialism? |

***Assessment criteria:*** *The learners are able to examine the different causes and the effects of neo- colonialism in Africa and make a judgment about the impact of neo-colonialism*

***Links to other Subjects:*** *Wars and conflict in General Studies and Communication Skills and migration in Geography.*

***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*

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# 7. ANNEX

## 7.1.TTC SUBJECTS AND TIME ALLOCATION

### 7.1.1.TTC ALL SUBJECTS 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 | 2 |
| 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** | **47** |

### 7.1.2. HISTORY OVERVIEWS

| TOPIC AREAS | SUB TOPIC AREAS | Y2 (History) | Y3 (History) |
|---|---|---|---|
| **INDEPENDENT RWANDA** | **History of Genocide** | – Compare and contrast different genocides (genocide against Tutsi and Holaucost /Shoah)<br>– Analyze the forms of genocide denial and genocide ideology in Rwanda and abroad<br>– Suggest ways of preventing genocide from happening again in Rwanda and elsewhere | …….. |
| **CITIZENSHIP** | **Dignity and Self-Reliance** | – Critique how home-grown solutions contribute to self-reliance (Girinka, Ubudehe, Akarima k'igikoni, Kuremera, Umuganda, Agaciro, Imihigo, Itorero, community policing) | – Explore different major measures of home grown solutions to solve conflicts (Abunzi, Gacaca ) |
| | **Human Rights** | – Explain rights, duties and obligations of citizens in Rwandan society | |
| **HISTORY OF AFRICA** | **History of Ancient Africa** | – Analyze the reasons for the rise and decline of West African empires<br>– Assess the expansion of Islam in Africa and its consequences | |
| | **European exploration and colonization** | – Discuss the role of colonial agents in the conquest of Africa .(Christian missionaries, Charted Companies and explorers) | - |
| | | – Asses the African reactions to colonial conquest | |

| TOPIC AREAS | SUB TOPIC AREAS | Y2 (History) | Y3 (History) |
|---|---|---|---|
| **WORLD HISTORY** | **Ancient world civilizations** | – Analyze the contribution of the main civilizations of the World to the development of the society | |
| | **Great Revolutions and World Wars** | – Describe the causes and the consequences of American revolution | |
| | | – Explain the causes and the consequences of the 1789 French revolution | |
| | **The First and the Second world wars and their effects** | …….. | – Analyze the political, economic and social changes in the world after the two World Wars Judge the international relations after the effects of the World Wars |
| **HISTORY OF AFRICA** | | | – Analyze the causes of African nationalism, the means used to regain independence in Africa and its impact on African society<br>– Examine the causes and the impact of neo colonialism in Africa with special attention to Rwanda |