SOCIAL STUDIES FOR SOCIAL STUDIES EDUCATION,

YEAR ONE

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FOREWORD

Rwanda Basic Education Board is honored to avail the Social studies Syllabus for Teacher Training Colleges (TTCs). This document serves as official guide to competence-based teaching and learning of Social studies 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. Specifically, TTCs Social studies syllabus is developed to train quality teachers who will confidently and efficiently implement the Social studies Competence based curriculum in preprimary and primary education.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning the syllabus, teaching, learning and assessment approaches in order to ensure that the system produces the kind of citizens the country needs. Many factors influence what student teacher are taught, how well they learn and the professional competences they acquire, among them the relevance of the syllabus, the quality of teachers' pedagogical approaches, updated teaching methodologies and assessment strategies as well as the instructional materials.

The ambition to develop a knowledge-based society and the growth of regional and global competition on the job market has necessitated the shift to a competence-based curriculum. After a successful shift from knowledge to a competence based curriculum in general education, TTC curriculum was also revised to align it to the CBC in general education. The aim is to prepare teachers who are competent and confident to implement CBC in preprimary 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 document particularly, REB and UR-CE and their staff who organized the whole process from its inception. Special appreciation goes to the development partners such as UNICEF, USAID/Soma Umenye Project and other education partners who supported the activity. A word of gratitude goes to the TTCs principals who availed their staff for various revision activities.

Dr. Nelson MBARUSHIMANA
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 TTC curriculum in 2015. I wish also to thank Rwanda Basic Education Board (REB) leadership who initiated and supervised the curriculum review process. I wish to extend my appreciation to TTC principals, TTC deputy principals, tutors, teachers from secondary basic education and university lecturers 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 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 student- teachers' 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 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 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 help the student teachers appreciate the relevance and benefits for studying Social studies from pre/primary to tertiary levels.

The learning of student teacher is influenced by many factors such as curriculum relevancy, necessary and sufficient pedagogical approach by tutors, assessment strategies and sufficient instructional materials. With review of the 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 in education related courses, 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, Social studies is an 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 teacher need enough basic Social studies competences to be effective members of Rwandan society including the ability to equip them 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 make student teachers being confident in problem solving. It enables the student teachers to be systematic, creative and self-confident in using Social studies techniques to reason; think critically; develop imagination, initiative and flexibility of mind. In this regard, learning of Social studies make student teachers to be confident.

As new technologies have had a dramatic impact on all aspects of life, wherever possible in Social studies student teachers should gain experience of a range of ICT equipment and applications.

1.4.3. 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 broad Social studies competences as well as the generic competences.

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

Taking into account the rationale behind the overall TTC curriculum review as well as the parameters and constraints of the local context, student- teachers will be equiped with professional and generic competences reflected in five core standards: the teacher as an educator, the teacher as a subject expert, the teacher as a communicator and connector with student teachers, the school community and the society, the teacher as a guide, an organizer and a facilitator of the learning process and learning environment, and the teacher as an innovator and researcher. For student - teachers, professional standards are acquired through generic competences and professional practices that emphasized and reflected in the learning process. The Social studies tutors will ensure that student -teachers are exposed to tasks that help them acquire these competences.

1.5. Professional Standards and competences

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1.5.2. Teaching professional standards

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

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

The 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

- **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 student teachers. A competent educator is a role model, showing desired behaviour and values. S/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.

- **The teacher as Social studies expert**

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

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

- The teacher as a communicator

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

- The teacher as a guide and an organizer

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

- The teacher as an innovator, researcher and reflective practitioner

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

The acquisition of such skills will require student 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 student- teachers.

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. Social studies and Developing Competences

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

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

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

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

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

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

3.2. Record Keeping

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

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

3.3. Item Writing in Summative Assessment

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

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

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

4. RESOURCES

4.1. Materials needed for implementation

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 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 basic skills and knowledge of special needs education like Rwandan sign language, braille reading and writing

5. SYLLABUS UNITS

5.1 Social studies syllabus for year one

5.1.1. Key Competences at the end of Year One

- To explain the components of social studies and evaluate its importance.
- To explain the formation of major relief regions of Rwanda and evaluate their effects on human activities.
- To compare major types of rocks in Rwanda and evaluate their importance.
- To analyze the climate of Rwanda and its impact on human activities
- To explain the importance of vegetation in Rwanda and evaluate conservation measures
- To describe the drainage system of Rwanda and explain its relationship with the human activities
- To examine demographic problems in Rwanda and suggest their solutions
- To evaluate the impact of the rural and urban settlements on the sustainable development in Rwanda.
- To investigate the impact of various agricultural activities on the sustainable development in Rwanda.
- To investigate the impact of forestry on the sustainable development in Rwanda
- To analyze the impact of fishing on the sustainable development of Rwanda
- To explain the impact of industrialization on the sustainable development in Rwanda
- To investigate the impact of tourism on the sustainable development of Rwanda
- To analyze the civilization of pre-colonial Rwanda
- To assess the performance of the German and Belgian rules, the 1959 crisis and the process of the independence in Rwanda.
- Examine the achievements and failures of the 1st and the 2nd Republics in Rwanda
- Assess the causes, course and consequences of Liberation war of 1990-1994 in Rwanda.

- Differentiate between genocide and other mass crimes
- Describe the causes and the course of genocide against the Tutsi(Planning, execution and stopping of genocide)
- Examine the consequences of the genocide against the Tutsi and how society has been re-built.
- To use the basic concepts of economics appropriately and appreciate the role of economics in society
- To describe the nature and scope of economics as applied in various domains
- To demonstrate a good understanding of the fundamental economic principles and their applicability to daily life.
- To describe economic phenomenon using mathematical tools.
- To analyze the factors those determine prices in the market.
- To analyze the determinants and value of demand in allocating resources the market.
- To analyze the determinants of supply in the market.
- To interpret the variations in percentages of quantity demanded and supplied.
- To determine the equilibrium position in the market
- To discuss the concept of utility and how it influences consumer's choice in the allocation of their spending.
- To analyse the role of price mechanism in the allocation of resources.
- Able to assess the role of the factors of production in the economy
- To assess the impact of location and localisation of firms in an area.
- To describe production costs of the firm in the short run and long run.
- To discuss a firm's revenues and profit maximization process.

5.1.2 Syllabus units for year one

<table>
<tr><td colspan="2">Subject: SOCIAL STUDIES</td><td>Year:1</td><td>Option: SOCIAL STUDIES EDUCATION</td></tr>
<tr><td colspan="2">TOPIC AREA: The concept of social studies</td><td colspan="2">Sub Topic:----------</td></tr>
<tr><td colspan="3">Unit 1: GENERAL INTRODUCTION TO SOCIAL STUDIES</td><td>No. of periods:3 periods</td></tr>
<tr><td colspan="4">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="4">Assessment criteria: The student-teacher is able to explain correctly the components of social studies and evaluate its importance.</td></tr>
<tr><td colspan="4">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="4">Ressources: Tex books, internet, ressource persons, charts, etc.</td></tr>
</table>

Subject: SOCIAL STUDIES	Year:1	Option: SOCIAL STUDIES EDUCATION
TOPIC AREA:GEOGRAPHY	Sub Topic: Physical geography	
Unit 2: FORMATION OF RELIEF FEATURES OF RWANDA		No. of periods:16

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.	– 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.	– 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.	– General presentation of Rwanda. – The relief regions of Rwanda. – Geomorphological processes, – endogenic processes: – The process of folding in Rwanda and the major fold mountains. – The process of faulting in Rwanda and the associated landforms. – The process of vulcanicity, earthquakes and the associated landforms.	– 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. – Use the geographical documents, internet and diagrams to discover the mode of formation of the different relief features of Rwanda. – In groups, discuss about the processes of formation of different relief features of Rwanda and present the findings.

– Outline the endogenic processes leading to the formation of different relief features of Rwanda. – Give the importance of the relief features of Rwanda. – Identify the problems related to the relief features of Rwanda. – Outline the exogenic processes leading to the formation of different relief features of Rwanda.	– Investigate the importance of different relief features of Rwanda. – Evaluate the causes and the effects of weathering in Rwanda. – Carry out a research project on the effects of the running water, river erosion and deposition, wave erosion and deposition, mines and quarries on the relief features of Rwanda.	– Show concern for the causes and the effects of soil erosion, and show continual desire to minimise the dangers of soil erosion.	– Problems related to the relief features of Rwanda. – Importance of the relief features to the development of Rwanda. – Exogenic processes: – Erosional features	– 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. – Use the geographical documents and internet to research about the processes of weathering and erosion, and write down the findings. In groups, discuss about the erosion, processes and the effects of weathering on the relief features of Rwanda and make a class presentation followed by the interactive questions and answers – In pairs/individually, using evidence gained about the relief of Rwanda and the processes of weathering and erosion, evaluate how this has made an impact on the population distribution in Rwanda and why do you think it is like this? Write findings as a short essay.
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: SOCIAL STUDIES 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 3: Rocks 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 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>– Types 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 Q&A.</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>
</table>

<table>
<tr><td colspan="2">Subject: SOCIAL STUDIES</td><td colspan="2">Year:1</td><td>Option: SOCIAL STUDIES 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 in Rwanda</td><td>No. of periods:6</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.
– Identify the importance of soils 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.
– Explain the importance of soils in Rwanda.</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 and where they are found.
– Soil erosion in Rwanda (types, causes and the effects, e.g. landslides).
– Soil conservation and the management measures in Rwanda.
– Importance of soil 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 Q&A.
– 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.
– In groups, discuss and write down the importance of soils in Rwanda for a class presentation.
– In pairs, compare different types of soils and show the impact of the soil on the population distribution. Write down your findings as a short essay.</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>

<table>
<tr><td colspan="2">Subject: SOCIAL STUDIES</td><td colspan="2">Year:1</td><td>Option: SOCIAL STUDIES 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: Climate in Rwanda</td><td>No. of periods: 8</td></tr>
<tr><td colspan="5">Key Unit competence: The student-teacher should be able to analyze the climate of Rwanda and its impact on 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>– 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.</td><td>– 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.</td><td>– Appreciate the importance of different climatic zones to Rwandan environment.

– Appreciate the relationship between the climate and human activities.</td><td>– Climatic zones in Rwanda.
– Factors that influence the climate of Rwanda (Altitude, latitude, vegetation, presence of water bodies, influence of winds, human activities).
– Seasons in Rwanda: dry and wet seasons.
– Relationship between the climate and 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).</td><td>– 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 Q&A.
– 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.</td></tr>
<tr><td colspan="5">Assessment criteria: The student-teacher should be able to correctly analyse the climate of Rwanda and its impact on human activities.</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, brailed textbooks, maps, atlas, tactile and talking materials, photographs and local environment.</td></tr>
</table>

Subject: SOCIAL STUDIES		Year:1		Option: SOCIAL STUDIES EDUCATION
TOPIC AREA: GEOGRAPHY		**Sub Topic: Physical geography**		
Unit 6: Vegetation in Rwanda				**No. of periods:6**
Key Unit competence: The student-teacher should be able to explain the importance of vegetation in Rwanda and evaluate conservation measures.				
Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Give the meaning of vegetation. – Name the types of vegetation. – Give the importance of vegetation. – Identify the factors influencing vegetation. – Identify the causes of the destruction of vegetation. – Identify the measures of conserving vegetation.	– Describe the various types of vegetation. – Explain the importance of vegetation and the factors influencing it. – Explain the causes of the destruction of vegetation. – Describe the measures of conserving vegetation.	– Appreciate the importance of vegetation to human kind. – Show respect for the continual desire to conserve vegetation	– Definition of vegetation – Types of vegetation in Rwanda (natural and planted). – Importance of vegetation. – Factors influencing the types of vegetation. – Causes of the destruction of vegetation. – The conservation measures of vegetation	– Use of field study, internet and other geographical documents to find out the types of vegetation, the importance of vegetation and the factors influencing the vegetation distribution in Rwanda. Write down the findings. – In groups, discuss and compile the findings and make a class presentation followed by Questions 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.
Assessment criteria: The student-teacher should be able to correctly explain the importance of vegetation in Rwanda and evaluate conservation measures.				
Links to other Subjects: This topic is linked to Social studies subject in primary schools				
Resources: Maps, photographs, atlas, textbooks, documentary, diagrams, brailed textbooks, local environment, tactile and talking materials.				

<table>
<tr><td colspan="2">Subject: SOCIAL STUDIES</td><td colspan="2">Year:1</td><td>Option: SOCIAL STUDIES 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 7: Drainage system in Rwanda</td><td>No. of periods:6</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: SOCIAL STUDIES EDUCATION**
TOPIC AREA: GEOGRAPHY		**Sub Topic: Human and economic geography**		
Unit 8: Population in Rwanda				**No. of periods:9**
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. – List the types, causes and consequences of migration.	– Explain different concepts of population in Rwanda. – Analyse the factors for the population growth and its impact on the re source exploitation. – Explain the population structure in Rwanda. – Recognise the causes and the consequences of the rapid population growth and suggest population control measures. – Evaluate the causes and the effects of migration.	– 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). – Population structure of Rwanda. – Population growth in Rwanda. – Factors influencing the population growth in Rwanda. – Consequences of population growth in Rwanda. – Solutions for the rapid population growth. – Migrations: types, causes and consequences.	– 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 Q&A 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. – Individually, examine why population migration occurs and its impact in Rwanda. Write an essay.
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.*				

<table>
<tr><td colspan="2">Subject: SOCIAL STUDIES</td><td colspan="2">Year:1</td><td>Option: SOCIAL STUDIES 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 9: Rural and urban Settlement in Rwanda</td><td>No. of periods:12</td></tr>
<tr><td colspan="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.</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>– Name the various types of rural settlement.
– Give the characteristics of urban centres in Rwanda.</td><td>– 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.</td><td>– Appreciate the types and the characteristics of rural settlement in Rwanda.
– Show concern for the importance of the rural settlement schemes in Rwanda.</td><td>– Rural settlements:
• Types of rural settlements.
• Problems and solutions of rural settlements.
• Government policy towards the rural settlement.</td><td>– Use the geographical documents, internet, photographs or the local environment to find the types, characteristics, 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 major urban centres, their characteristics, the factors for growth, problems associated and the solutions of the urban settlement in Rwanda, and write down the findings.</td></tr>
</table>

– 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 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 growth of the urban centres in Rwanda. – Show the resilience for the problems caused by the urbanisation in Rwanda.	– Urban settlement – Urbanisation: • Characteristics of the urban centres. • Factors favouring urbanisation. • major second cities in Rwanda and their location • Problems of the urban centres in Rwanda and the solutions.	– In groups, discuss and compile the findings for a class presentation followed by an interactive questions and answers. – In groups, examine the impact of the urbanisation on the sustainable development of Rwanda. – 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: SOCIAL STUDIES EDUCATION
TOPIC AREA: GEOGRAPHY	Sub Topic: Human and economic geography	
Unit 10: Economic activities in Rwanda 10.1. Agriculture		No. of periods:19

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.	– 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.	– 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	– Crop cultivation. – Types of crops, their importance , problems and solutions – Livestock farming : – definition of ranching, dairying and zero-grazing. – ways of improving the livestock farming in Rwanda.	– 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.

– Identify the problems affecting the livestock farming in Rwanda. – Outline the ways of improving livestock farming in Rwanda. – Give the importance of keeping smaller animals. – State the importance of agriculture on the sustainable development of Rwanda.	– Analyse the contributions and problems associated with the livestock farming in Rwanda. – Carry out a research on ways of improving livestock farming in Rwanda. – Carry out a research on the importance of keeping smaller animals in Rwanda.	– importance of keeping smaller animals (pigs, poultry, goats, rabbits and apiculture). – Show concern for the importance of agriculture to the economy of Rwanda.	– problems affecting the livestock in Rwanda and the solutions. – The importance of agriculture to the economy of Rwanda – Investigate the importance of agriculture to the economy of Rwanda	– In groups, discuss and compile the findings for a class presentation and engage in question and answer. – Examine the link between the crops and livestock farming and write an essay on how they make an impact on each other. – In groups, discuss the contribution of livestock farming to the economy of Rwanda, draw relevant conclusions and make a class presentation. – In groups, use the knowledge acquired from class, documents, internet, photographs, maps or the local environment to research on the contribution of crop cultivation and animal rearing to the economy of Rwanda and make a class presentation.
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*				

<table>
<tr><td colspan="2">Subject: SOCIAL STUDIES</td><td colspan="2">Year:1</td><td>Option: SOCIAL STUDIES 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 10: Economic activities in Rwanda

10.2. Forestry in Rwanda</td><td>No. of periods:9</td></tr>
<tr><td colspan="5">Key Unit competence: The student-teacher should be able to investigate the impact of forestry 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>– Define forest and forestry.
– Identify the major forested areas of Rwanda.
– Give the importance of forests and forestry in Rwanda.
– State the causes and the effects of deforestation in Rwanda.
– State the measures for forest conservation in Rwanda.</td><td>– Differentiate forest from forestry.
– Describe the characteristics of the major forests in Rwanda.
– Apply the knowledge of forestry to discuss the importance of forests and forestry in Rwanda.
– Examine the causes and the effects of deforestation in Rwanda, and suggest the conservation measures.</td><td>– Appreciate the importance of conserving forests in Rwanda.
– Appreciate the importance of forest and forestry in Rwanda.
– Show respect for the forest conservation and the management in Rwanda.</td><td>– Major forested areas in Rwanda and their characteristics.
– Importance of forestry in Rwanda.
– Deforestation (causes and the effects of deforestation).
– Forest conservation and the management (policy measures) in Rwanda.</td><td>– Use geographical documents, internet, local environment, maps, photographs, or videos to make research on the major forested areas in Rwanda . Write down the findings.
– In groups, discuss the findings for a class presentation followed by question and answer.
– Use documents, internet, local environment, maps, photographs, or videos on the causes and effects of deforestation and possible measures for forest conservation in Rwanda. Write down the findings.
– In groups, discuss the findings, draw relevant conclusions and prepare a written report.</td></tr>
<tr><td colspan="5">Assessment criteria: The student-teacher should be able to investigate the impact forestry on the sustainable development in Rwanda.</td></tr>
<tr><td colspan="5">Links to other Subjects: Social studies in primary schools.</td></tr>
<tr><td colspan="5">Resources: Geographical documents, internet, maps, local environment, tactile and talking materials, field work material and video player.</td></tr>
</table>

Subject: SOCIAL STUDIES	**Year:1**	**Option: SOCIAL STUDIES EDUCATION**
TOPIC AREA: GEOGRAPHY	**Sub Topic: Human and economic activities**	
Unit 10: Economic activities in Rwanda **10.3. Fishing in Rwanda**		**No. of periods: 10**

Key Unit competence: The student-teacher should be able to analyze the impact of fishing on the sustainable development of Rwanda.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
– Define fishing and fish farming. – Identify the major fishing grounds of Rwanda. – Outline the importance and the problems of fishing and fish farming in Rwanda.	– Locate the major fishing grounds of Rwanda. – Explain the importance and the problems of fishing and fish farming in Rwanda.	– Appreciate the importance of fish and fishing in Rwanda. – Show concern for the problems affecting fishing in Rwanda.	– Definition of fishing. – Major fishing grounds of Rwanda. – Importance of fishing in Rwanda. – Problems affecting fishing and their possible solutions. – Ways of improving fishing and fish farming in Rwanda (future prospects).	– Use the geographical documents, internet or the local environment to identify the major fishing grounds; and write down the findings. – In groups, discuss and compile the findings for the class presentation. – In a field study, collect the data on problems and record the findings. In groups, discuss the findings and write a report for a class presentation.

– Identify different ways of improving fishing and fish farming in Rwanda.	– Do research on ways of improving fishing and fish farming in Rwanda.	– show continual desire to promote fishing and fish farming in Rwanda		– In group work, discuss the importance of fishing to the economy of Rwanda. Make a class presentation. – Use the geographical documents and internet to research on the importance and problems of fish farming in Rwanda and write down the findings. – In groups, discuss the findings and make a class presentation followed by question and answer. – In groups, suggest recommendations for improving fishing in Rwanda and set up a demonstration fishpond for fish farming to foster learning and write a report.
Assessment criteria: The student-teacher should be able to analyze correctly the impact of fishing on the sustainable development of Rwanda.				
Links to other Subjects: Social studies for Primary schools				
Resources: Documents, internet, photographs, local environment, fieldwork materials, brailed textbooks, fishing materials				

Subject: SOCIAL STUDIES	Year:1	Option: SOCIAL STUDIES EDUCATION
TOPIC AREA: GEOGRAPHY		Sub Topic: Human and economic activities
Unit 10: Economic activities in Rwanda 10.4. Mining in Rwanda		No. of periods: 7

Key Unit competence: The student-teacher should be able to investigate 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 – State the methods used in the mining in Rwanda. – State the factors affecting the exploitation of minerals in Rwanda. – Identify the importance of mining to the economy of Rwanda. – State the problems affecting the mining.	– Create a sketch map of Rwanda to identify and locate the major minerals in Rwanda. – Analyse the methods used in the mining in Rwanda. – Do research on the factors affecting the exploitation of minerals in Rwanda. – Evaluate the importance of mining to the economy of Rwanda. – Analyse the problems affecting the mining in Rwanda and suggest the solutions.	– Show concern for the unequal distribution of minerals in Rwanda. – Appreciate the importance of minerals. – Show concern for the use of environmental friendly methods of mining.	– Types and distribution of the major minerals in Rwanda. – Methods of mining in Rwanda. – Factors affecting the exploitation of minerals in Rwanda. – Importance of mining to the economy of Rwanda. – Products from the minerals in Rwanda. – Problems affecting the mining and the solutions.	– Use documents, internet, map of Rwanda, photographs and the local environment to identify the major mining areas in Rwanda, methods and factors affecting mining ; write down the findings. – In groups, discuss and compile the findings for a class presentation followed by Q&A. – Use the geographical documents, internet, map of Rwanda, photographs or field study to research on the importance and problems affecting the mineral exploitation in Rwanda, and the possible solutions to the problems affecting mining in Rwanda. 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.

Links to other subjects: *It is linked to chemical properties in Chemistry.*

Assessment criteria: *The student-teachers are able to correctly analyse the impacts of mining on the sustainable development of Rwanda.*

Materials: *Text books/ brailed textbooks, journals, photographs, local environment, maps, tactile and talking materials, internet/Jaws software and field study resources.*

Subject: SOCIAL STUDIES	Year:1	Option: SOCIAL STUDIES EDUCATION
TOPIC AREA: GEOGRAPHY		Sub Topic: Human and economic activities
Unit 10: Economic activities in Rwanda 10.5. Power and Energy in Rwanda		No. of periods: 9

Key Unit competence: The student-teacher should be able to investigate the impact of Power and Energy production on the sustainable development in Rwanda.

Learning Objectives			Content	Learning Activities
Knowledge and Understanding	Skills	Attitudes and Values		
– Recall the forms of energy used in Rwanda and the difference between the renewable and non-renewable energy. – State the factors favouring the power production in Rwanda. – Give the importance of power and energy in Rwanda. – Identify the factors that hinder the potential exploitation of rivers in Rwanda in production of the power and energy.	– Distinguish among different sources of energy used in Rwanda. – Analyse the factors that hinder the potential exploitation of rivers in Rwanda in the production of power and energy. – Evaluate the importance of power and energy in Rwanda. – Investigate the problems hindering the development of energy and suggest possible solutions.	– Show concern for the low levels of energy production in Rwanda. – Show resilience for the protection and the appropriate use of different sources of energy. – 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.	– Major sources and forms of energy used in Rwanda (renewable and non-renewable). – Factors favouring the power production in Rwanda. – Importance of power in the development of Rwanda. – Problems hindering the development of energy and the possible solutions in Rwanda. – Case study: – Mukungwa I, Mukungwa II, Rusizi II.	– Use documents, internet, map of Rwanda, photographs or the local environment to identify the major sources of energy used in Rwanda, the factors favouring the power production and the importance of energy, and write down the findings. – In groups, discuss and compile the findings for a class presentation followed by Q&A. – 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. – How will Rwanda cope with the increasing demand for power with an increasing population? In pairs, investigate and write a report.

Links to other subjects: *It is linked to Physics when learning on power and energy.*

Assessment criteria: *The student- teachers are able to correctly categorise the different sources of energy and investigate the impact of power and energy on the sustainable development of Rwanda.*

Materials: *Text books/ brailed textbooks, journals, photographs, maps, 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: SOCIAL STUDIES 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 10: Economic activities in Rwanda
10.6. Industrialisation in Rwanda</td><td>No. of periods:7</td></tr>
<tr><td colspan="5">Key Unit competence: The student-teacher should be able to explain the impact of industrialization 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.</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.</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.</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>
<tr><td colspan="5">Assessment criteria: The student-teacher should be able to explain the impact of industrialization on the sustainable development in Rwanda</td></tr>
<tr><td colspan="5">Links to other Subjects: Social studies in primary schools, pre-primary schools and entrepreneurship subject in TTCs</td></tr>
<tr><td colspan="5">Resources: Textbooks/ brailed textbooks, journals, photographs, maps, local environment, tactile and talking materials, internet/Jaws software and field study resources.</td></tr>
</table>

Subject: SOCIAL STUDIES	Year:1	Option: SOCIAL STUDIES EDUCATION
TOPIC AREA: GEOGRAPHY		Sub Topic: Human and economic activities
Unit 10: Economic activities in Rwanda 10.7. Transport, Communication and Trade in Rwanda		No. of periods: 7

Key Unit competence: The student- teacher should be able to investigate the impact of Transport, Communication and Trade on the sustainable development of Rwanda.

Learning Objectives			Content	Learning Activities
Knowledge and Understanding	**Skills**	**Attitudes and Values**		
– State different types of transport in Rwanda. – Identify the factors influencing the development of the transport. – Give the importance of transport in Rwanda. – Outline the advantages and disadvantages of the different types of transport in Rwanda.	– Locate different types of transport in Rwanda. – Explain the factors influencing the development of transport in Rwanda. – Explain the importance of transport in Rwanda – Evaluate the advantages and disadvantages of the different types of transport in Rwanda	– Appreciate the importance of transport in Rwanda. – Show resilience for the perspectives of transport development in Rwanda. – Show respect for the development of transport in Rwanda.	– Transport – Major types of transport and their distribution. – Factors influencing the development of transport. – Importance of transport on the sustainable development of Rwanda. – Advantages and disadvantages of each type of transport.	– Use the geographical documents, internet, map of Rwanda, photographs or the local environment to identify the major types of transport, factors influencing transport, importance of transport, problems and the possible solutions. Write down the findings. – In groups, discuss and compile the findings for a class presentation followed by Q&A.

– Identify the problems affecting the transport in Rwanda. – List the different means of communication used in Rwanda.	– Describe the problems of transport in Rwanda and the future prospects. – Differentiate the means of communication used in Rwanda.	– Appreciate the importance of communication in Rwanda.	Problems affecting the transport (land locked position, rugged relief, shortage of capital). – Possible solutions and the future prospects of transport in Rwanda.	– In groups, discuss about the problems associated to a land locked position of a country and debate on ways of solving those problems.
– Identify the factors influencing the development of communication in Rwanda, – Give the importance of communication in Rwanda. – Outline the problems affecting communication and the possible solutions. – Define the internal and external trade; importation and exportation in Rwanda.	– Explain the factors influencing the development of communication. – Evaluate the importance of communication in Rwanda. – Explain the problems and the solutions of communication. – Explain the concepts of internal and external trade; importation and exportation.	Show resilience for the perspectives of development of communication in Rwanda. – Show continual desire to use different means of communication for the development. – Appreciate the importance of trade in Rwanda.	– Communications – Different means of communication. – Factors influencing the development of communication in Rwanda. – Importance of communication in Rwanda. – Problems affecting communication and the solutions.	– Use the geographical documents, internet, map of Rwanda, photographs or the local environment to identify the different means of communication, factors influencing the development of communication, importance of communication, problems and possible solutions. Write down the findings. – In groups, discuss and compile the findings for the class presentations.

– Identify the factors affecting the trade in Rwanda. – Give the importance of trade in Rwanda – Identify imports and exports of Rwanda. – Identify the problems affecting the trade in Rwanda.	– Explain the factors affecting the trade in Rwanda. – Evaluate the importance of trade in Rwanda. – Explain the balance of trade and the balance of payment in Rwanda. – Describe and explain the problems affecting the trade in Rwanda and propose the possible solutions.	– Show resilience for the perspectives of development of trade in Rwanda. – Show continual desire to acquire entrepreneurial skills in trade for the development in Rwanda.	Trade – Internal and external trade in Rwanda. – Factors affecting the trade in Rwanda. – Importance of trade in Rwanda. – Importation and exportation of the products (balance of trade and balance of payment). – Problems affecting the trade in Rwanda, possible solutions and prospects.	– Use documents, internet, map of Rwanda, photographs or the local environment to identify the factors affecting the trade, the imports and exports, the importance and the problems of trade. Write down the findings. – In groups, discuss and compile the findings for a class presentation. – What will be the impact on the sustainable development if Rwanda continues to improve its communication and transport infrastructures? In pairs, write a report.
Links to other subjects: *It is related to the international trade in Economics, statistics in Mathematics, trade and communication in General paper.*				
Assessment criteria: *The student- teachers are able to properly investigate the impacts of transport, communication and trade on the sustainable development.*				
Materials: *Text books/ brailed textbooks, photographs, local environment, maps, tactile and talking materials, internet/Jaws software.*				

Subject: SOCIAL STUDIES	Year:1	Option: SOCIAL STUDIES EDUCATION
TOPIC AREA: GEOGRAPHY		Sub Topic: Human and economic activities
Unit 10: Economic activities in Rwanda 10.8. Environmental Conservation in Rwanda and Tourism		No. of periods:5

Key Unit competence: The student- teacher should be able to investigate the impact of environmental conservation and tourism on the sustainable development of Rwanda.

Learning Objectives			Content	Learning Activities
Knowledge and Understanding	**Skills**	**Attitudes and Values**		
– Give the definition of environmental conservation. – Name the different natural resources of Rwanda. – State the reasons and ways for the conservation of environment in Rwanda. – Identify the impact of the conservation on the environment in Rwanda.	– Apply the knowledge of environmental conservation to protect the environment. Classify the different natural resources of Rwanda. – Explain the reasons and ways for the conservation of environment. – Evaluate the impact of conservation on the environment and the development.	– Show respect for the various tourist attractions available in the country. – Appreciate the importance of environmental conservation.	Environmental Conservation – Definition of environmental conservation. – Types of natural resources (abiotic, biotic, renewable and non-renewable). – Reasons for the conservation of natural resources in Rwanda. – Ways of conservation of the natural resources (wetlands, forests, wild life, land and minerals, water resources, aquatic animals) in Rwanda.	– Use the geographical documents, internet, map of Rwanda, photographs or field study to identify the reasons and ways for the conservation of the environment, the impact of environmental conservation and the problems encountered. Write down the findings. – In groups, discuss and compile the findings for the class presentation.

– Identify the factors and the problems affecting the conservation in Rwanda. – Define tourism and eco-tourism. – State the major tourist attractions in Rwanda. – State the factors affecting tourism in the world.	– Explain the problems affecting the conservation of environment. – Explain the importance of environmental conservation. – Explain the concepts of tourism and eco-tourism. – Locate the major tourist attractions in Rwanda.	– Show the concern for the problems affecting the environmental conservation – Appreciate the importance of tourism on the sustainable development. – Show concern for the problems affecting the tourism and suggest the solutions.	– Impact of conservation on the environment and the development in Rwanda. – Problems encountered in conserving the environment and the solutions in Rwanda. Tourism – Definition of tourism, eco-tourism and the forms of tourism. – Major tourist attractions in Rwanda. – Factors affecting the development of tourism in Rwanda.	– Use the geographical documents, internet, 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 Q&A.

– Give the importance of tourism in Rwanda. – Identify the problems of tourism in Rwanda. – State the impact of tourism on the environment of the country.	– Explain the factors affecting the development of tourism in Rwanda. – Evaluate the impact of tourism on the environment and development in Rwanda. – Explain the problems affecting tourism. – Justify the importance of tourism in the development of the economy.		– Importance and prospects of tourism in Rwanda. – Problems affecting the tourism in Rwanda and the solutions. – Impact of tourism on the environment and the development in Rwanda. Case study: – Nyungwe National Park. – Akagera National Park. – Birunga National Park.	– 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 the tourism for the discussions in reference to the knowledge acquired in the current unit and draw relevant conclusions in a report.
Links to other subjects: *It is related to ecology in Biology.*				
Assessment criteria: *The student- teachers are able to properly investigate the impacts of the environmental conservation and tourism on the sustainable development.*				
Materials: *Text books/ brailed textbooks, photographs, local environment, maps, tactile and talking materials, internet/Jaws software.*				

<table>
<tr><td colspan="2">Subject: SOCIAL STUDIES</td><td colspan="2">Year:1</td><td>Option: SOCIAL STUDIES 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 11: Civilization of pre-colonial Rwanda.</td><td>No. of periods:30</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 organization 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>

Subject: SOCIAL STUDIES	Year:1	Option: SOCIAL STUDIES EDUCATION
TOPIC AREA: HISTORY	Sub Topic: History of Rwanda	
Unit 12:Colonial Rwanda		No. of periods:42

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.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– 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	– 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.	– 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.	– Achievements of the German rule in Rwanda. – Reforms introduced by the Belgian rule on: Political level, Economic plan, Social plan and Culture.	– 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.

		– Recognize the different steps that were taken by the Rwandans to achieve the independence as the means of increasing the spirit of nationalism.	– Causes and the consequences of the 1959 crisis in Rwanda. – Steps that were taken to achieve independence in Rwanda.	– 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.
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.*				
Links to other Subjects: *Social studies in primary schools.*				
Resources: *Textbooks, internet, poems, media, songs, Braille materials, sign language charts, talking globes and tactile maps*				

<table>
<tr><td colspan="2">Subject: HISTORY</td><td colspan="2">Year:1</td><td>Option: SOCIAL STUDIES EDUCATION</td></tr>
<tr><td colspan="2">TOPIC AREA: HISTORY OF RWANDA</td><td colspan="3">Sub Topic Area: INDEPENDENT RWANDA</td></tr>
<tr><td colspan="4">Unit 13: First and the Second Republics of Rwanda</td><td>No. of periods:24</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 of 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 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.</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.-</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 in order to develop the spirit of nationalism.
– Appreciate the factors for the disintegration of the 1st and 2nd Republics of Rwanda, and learn lessons from bad leadership.</td><td>– Achievements and failures of the 1st and 2nd Republics of Rwanda.
– Factors for the downfall of the two Republics of Rwanda.</td><td>– The student- teacher 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- teacher 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- teacher makes a judgment between the achievements and the failures of the 1st and 2nd Republics.</td></tr>
<tr><td colspan="5">Assessment criteria: The student- teacher is able to examine the achievements, failures and decline of the 1st and the 2nd Republics of Rwanda.</td></tr>
<tr><td colspan="5">Links to other Subjects: Conflicts and wars in General Studies and Communication Skills.</td></tr>
<tr><td colspan="5">Ressources: Books, internet, poems, press media, songs, tactile materials, jaws software, talking globes, tactile maps, braille materials and sign language charts.</td></tr>
</table>

<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: INDEPENDENT RWANDA</td></tr>
<tr><td colspan="4">Unit 14 : The 1990 Liberation war in Rwanda</td><td>No. of periods:12</td></tr>
<tr><td colspan="5">Key Unit competence: The student- teacher should be able to assess the causes and the consequences of the Liberation war of 1990-1994.</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 causes and the consequences of the Liberation war of 1990 in Rwanda.</td><td>– Assess the causes and the effects of the Liberation war of 1990 in Rwanda so as to determine the impact of bad governance on the society.</td><td>– Acknowledge the causes and the effects of the Liberation war of 1990 in Rwanda. This develops the spirit of love and respect.</td><td>– Causes and the effects of the Liberation war of 1990 in Rwanda.</td><td>– The student- teacher form two groups for the discussions and debates, the first, on the works and on the causes of the Liberation war the second on the effects of the Liberation war of 1990 in Rwanda. Thereafter, they make a presentation followed by questions and answers.</td></tr>
<tr><td colspan="5">Assessment criteria: The student- teacher are able to assess the causes, course and the consequences of the Liberation war of 1990-1994.</td></tr>
<tr><td colspan="5">Links to other Subjects : Conflicts and wars in General Studies and Communication Skills and the regional integration in Economics</td></tr>
<tr><td colspan="5">Ressources: 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: 1**		**Option: SOCIAL STUDIES FOR SSE**
TOPIC AREA: History		**Sub Topic: History of Rwanda**		
Unit 15:Cause and consequences of the genocide against the Tutsi,				**No. of periods:24**
Key Unit competence: The student-teacher should be able to explain the causes and consequences of the genocide against the Tutsi				
Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Differentiate between – Genocide and other mass crimes – Explain the causes of genocide against the Tutsi. – Explain the consequences of genocide against the Tutsi.	– Analyze causes of genocide against the Tutsi. – Assess the consequences of genocide against the Tutsi and show the lessons young can learn from it.	– Discuss the causes of genocide against the Tutsi and advocate solutions. – Assess the consequences of genocide against the Tutsi.	– Differentiate between genocide and other mass crimes – Causes, and effects of 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.
Assessment criteria: *The student-teacher should be able to explain the causes and consequences of the genocide against the Tutsi*				
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:1	Option: SOCIAL STUDIES EDUCATION
TOPIC AREA: GENERAL INTRODUCTION TO ECONOMICS	SUB-TOPIC AREA: BASIC ECONOMIC CONCEPTS AND PRINCIPLES	
Unit 16: ***BASIC ECONOMIC CONCEPTS AND THE IMPORTANCE OF ECONOMICS.***	No. of periods:12	

Key Unit Competence: Student teachers will be able to use the basic concepts of economics appropriately and appreciate the role of economics in society.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Explain the origin and importance of studying economics. – Explain the basic terms used in economics.	– Describe the importance of studying economics. – Use economic terms appropriately when describing the importance of economics.	– Appreciate the power of economics in describing and influencing aspects of society. – Recognise the role played by different economic agents to the development process of Rwanda.	**Introduction:** – Meaning, – origin and importance of studying economics. – Basic terms used in economics: – Price, – commodities,	– n groups, student teachers undertake documentary research on the origin, importance and basic terms of economics and make a presentation of the findings (e.g. poster and oral presentation).

– State the different economic agents in an economy. – Identify types and roles of various economic systems.	– Analyse the contribution of the different economic agents to the development process of Rwanda. – Describe the tasks performed by different economic systems. – Justify the economic system under which the Rwandan economy operates.	– Be aware of the operation and role of different economic systems in resource allocation and be able to advocate for the one appropriate for their country to take off into a self-sustaining economy.	– goods (meaning and types), services, – market, – wealth – welfare, – needs and wants, – resources. **Economic agents** – house hold, – firm, – government and – foreign sector. **Economic systems** – meaning, – types, – advantages and disadvantages.	– IBased on their research, student teachers in small groups explain various . – Through role play, student teachers describe the role played by each economic agentin an economy. – Based on their research student teachers explainthe types, advantages and disadvantages of different economic systems.
Links to other subjects: *Entrepreneurship business activity and market study and Geography: economic activities, factors of production and population.*				
Assessment criteria: *Student -teachers can use the basic concepts of economics appropriately and appreciate the role of economics in society.*				
Materials: *Newspapers, Economics, geography and entrepreneurship textbooks, journals, internet access and, visual and audio media.*				

Subject: SOCIAL STUDIES.	YEAR:1	Option: SOCIAL STUDIESEDUCATION
TOPIC AREA: GENERAL INTRODUCTION TO ECONOMICS	SUB-TOPIC AREA: BASIC ECONOMIC CONCEPTS AND PRINCIPLES	
Unit 17: NATURE AND SCOPE OF ECONOMICS.	No. of periods: 4	

Key Unit Competence: Student teachers will be able to describe the nature and scope of economics as applied in various domains.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Explain the nature of economics as a science or an art. – Distinguish between normative and positive economics. – Identify the branches of economics.	– Describe the nature of economics with respect to other sciences. – Compare and contrast the branches of economics and their relevancy in an economy. – Analyse the arguments for and against microeconomics and macroeconomics.	– Appreciate the nature of economics as a science or an art and show concern for society and the entire economy. – Participate in problem solving at micro and macroeconomic levels in the society.	**Nature of economics:** – Economics as a science or an art, – Normative and positive economics. Branches of Economics: – Microeconomics – Macroeconomics.	– In small groups, student teachers undertake documentary research on the nature and scope of economics and distinguish between economics as a science and an art, normative and positive economics. They then make presentation of what they researched. – Through group discussion, student-teachers brainstorm the difference between microeconomics and macroeconomics. – Through debate, student teachers present arguments for and against macroeconomics.

Links to other subjects: Geography (geography of Rwanda and world geography), History (History of Rwanda and world history)

Assessment criteria: *Student teachers can describe the nature and scope of economics as applied in various domains.*

Materials: *Newspapers, magazines, textbooks, journals, internet access and audio media.*

Subject: SOCIAL STUDIES.	YEAR:1	Option: SOCIAL STUDIESEDUCATION
TOPIC AREA: GENERAL INTRODUCTION TO ECONOMICS	SUB-TOPIC AREA: BASIC ECONOMIC CONCEPTS AND PRINCIPLES	
Unit 18: FUNDAMENTAL PRINCIPLES OF ECONOMICS	No. of periods:6	

Key Unit Competency: Student teacher will be able to demonstrate a good understanding of the fundamental economic principles and their applicability to daily life.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Identify the fundamental principles of economics. – Explain the relationship between the fundamental principles of economics using the Possibility Production Frontier (PPF).	– Describe the applicability of the fundamental principles of economics in the economic world. – Illustrate the fundamental principles of economics using the PPF.	– Appreciate the option of choice in terms of resource allocation and make good use of available resources.	**Fundamental principles of economics:** – Definition of scarcity, choice and opportunity cost, – Relationship between scarcity, choice and opportunity cost. – The Production possibility frontier (PPF).	– In small groups, student teachers undertake documentary research to explain and illustrate the relationship between the fundamental principles of economics. – Based on their research, student teachers describe the importance of the PPF with regard to resource allocation.

– State the basic economic questions (what, where, why, when, who and how?).	– Assess the influence of the fundamental principles of economics on the performance of societies, companies and nations. – Analyse the applicability of basic economic questions in the economic world.		**Economic questions:** – what, – how, – for whom, – where – when to produce.	– Through documentary research on various economic systems, student teachers state and analyse the operation of different economic systems and how they describe applicability of the basic economic questions in the economic world.
Links to other subjects: *Mathematics: functions and graphs.*				
Assessment criteria: *Student teachers can show a good understanding of the fundamental principles of economics and their applicability to daily life.*				
Materials: *Newspapers, magazines, economics and mathematics textbooks, journals, internet access and audio media.*				

<table>
<tr><td colspan="2">Subject: SOCIAL STUDIES.</td><td>YEAR:1</td><td colspan="2">Option: SOCIAL STUDIES EDUCATION</td></tr>
<tr><td colspan="2">TOPIC AREA: GENERAL INTRODUCTION TO ECONOMICS</td><td colspan="3">SUB-TOPIC AREA: PRINCIPLE TOOLS OF ECONOMIC ANALYSIS</td></tr>
<tr><td colspan="2">UNIT 19: EQUATIONS AND FRACTIONS</td><td colspan="3">No. of periods:12</td></tr>
<tr><td colspan="5">Key Unit Competency: Student teachers will be able to describe economic phenomenon using mathematical tools.</td></tr>
<tr><td colspan="3">Learning Objectives</td><td>Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td><td></td></tr>
<tr><td>– Solve linear, nonlinear, simultaneous and differentiation equations as applied in economics
– Sketch economics graphs using linear, nonlinear, Simultaneous and differentiation equations
– Solve economic problems using fractions.</td><td>– Apply linear, non-linear, simultaneous and differentiation equations in economics phenomenon
– Illustrate economics graphs using linear, nonlinear, simultaneous and differentiation equations
– Use fractions in analysing economic phenomenon /situation.</td><td>– Adopt the mathematical tools in solving economic problems in real life.</td><td>Equations in economics:
– Linear,
– non-linear,
– simultaneous,
– differentiation equations
– graphs.
Fractions in economics:
– Ratios,
– proportions,
– percentages,
– reciprocals,
– averages and
– index numbers
– absolute values</td><td>– Through Library research, student teachers in small groups solve linear, nonlinear, simultaneous and differentiation equations, sketch economics graphs and make presentations.
– In pairs, student teachers solve fractions, interpret economic phenomenon and make presentations to the class.</td></tr>
<tr><td colspan="5">Links to other subjects: Equations and graphs in mathematics</td></tr>
<tr><td colspan="5">Assessment criteria: able to solve economic problems by using mathematical tools.</td></tr>
<tr><td colspan="5">Materials: Newspapers, magazines, economics and mathematics textbooks, journals, internet access and audio media</td></tr>
</table>

Subject: SOCIAL STUDIES.	YEAR:1	Option: SOCIAL STUDIESEDUCATION
TOPIC AREA: MICROECONOMICS	**SUB-TOPIC AREA: PRICE THEORY**	
Unit 20: THEORY OF DEMAND	**No. of periods: 6**	

Key unit Competency: Student teachers will be able to analyse the determinants and value of demand in allocation resources in the market.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Explain how prices of commodities are determined in the market. – Explain and illustrate the law of demand. – Identify possible determining factors of demand. – Distinguish between change in demand and change in quantity demanded.	– Explain how prices are determined in markets in the economy. – Analyse the factors that determine prices in the market. – Explain the factors that determine demand in an economy. – Use the demand schedule and curve to illustrate the law of demand. – Show thedifference between change in demand and change in quantity demanded by use of illustrations.	– Appreciate the relationship between price and demand.	**Introduction to price theory** – Meaning of price. – How prices are determined in markets. – Factors that determine prices in the market. **Demand:** – Meaning, – types, – factors, – the law, – demand schedule and the demand curve. – Change in demand and change in quantity demanded	– In small groups, student teachers undertake documentary research and, explain how prices of commodities are determined and factors that determine prices in markets. – Through documentary research, student teachers discuss the types and factors that determine demand – Based on their research, student teachers formulate demand schedule and curve to describe the law of demand and make presentations to the class. – Through general class discussions, student teachers distinguish, with the aid of illustrations, the difference between change in demand and change in quantity demanded.

Links to other subjects: *Mathematics: functions and equations. Entrepreneurship: market research.*

Assessment criteria: *Able to determine consumption habits in markets.*

Materials: *Newspapers, magazines, economics, entrepreneurship, and geography textbooks, economicsjournals, internet access and audio media.*

Subject: SOCIAL STUDIES.	YEAR:1	Option: SOCIAL STUDIESEDUCATION
TOPIC AREA: MICROECONOMICS	SUB-TOPIC AREA: PRICE THEORY	
Unit21: THEORY OF SUPPLY.	No. of periods: 6	

Key unit Competence: Student teachers will be able to analyse the determinants of supply in the market.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Explain and illustrate the law of supply. – Identify possible determining factors of supply in the market. – Distinguish between change in supply and change in quantity supplied.	– Evaluate the determinants of the quantity supplied in the market. – Use the supply curve to illustrate the relationship between price and quantity supplied. – Show the difference between change in supply and change in quantity supplied by use of illustrations.	– Advise suppliers of commodities in their localities based on variations in determinants of supply in the market.	**Supply:** – Meaning, – types, – factors, – the law, – supply schedule andsupply curve. – Change in supply and change in quantity supplied	– Through documentary research, student teachers in groups, discuss the meaning, types and factors that determine supply in the market. Make presentations of their findings to the class. – Based on their research, student teachers create a supply schedule and curve to describe the law of supply and make presentations to the class. – Through general class discussions, student teachers distinguish, with the aid of illustrations, the difference between change in supply and change in quantity supplied

Links to other subjects: *Mathematics: functions and equations. Entrepreneurship: market research.*

Assessment criteria: *Able to analyse the determinants of supply in the market.*

Materials: *Newspapers, magazines, textbooks, journals, internet access and audio media.*

Subject: SOCIAL STUDIES.	YEAR:1	Option: SOCIAL STUDIESEDUCATION
TOPIC AREA: MICROECONOMICS	**SUB-TOPIC AREA: PRICE THEORY**	
Unit 22: EQUILIBRIUM AND PRICE DETERMINATION.	**No. of periods: 4**	

Key Unit Competence: Student teachers will be able to determine the equilibrium position in the market.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Identify the equilibrium position using schedules and curves. – Solve equilibrium equations.	– Illustrate the equilibrium point by use of demand and supply schedules and curves. – Calculate and interpret equilibrium equations.	– Advise consumers and producers to adapt their demand and supply behaviours with respect to price changes.	**Equilibrium and price determination:** – Meaning of equilibrium price and quantity. – Deriving market equilibrium using joint demand and supply schedule and curves. – Equilibrium equations.	– In small groups, student teachers undertake documentary research on equilibrium price determination and calculate and explain how equilibrium price and quantity are determined. – In pairs, student teachers,given fixed price and based on demand and supply functions, calculate and interpret the findings (show whether there is deficit or surplus and its extent). Make presentations to the class.

Links to other subjects: *Mathematics: functions and equations. Entrepreneurship: market study.*

Assessment criteria: *Student teachers are able to determine the equilibrium position in the market.*

Materials: *Newspapers, magazines, Economics, mathematics and Entrepreneurship textbooks, journals, internet access and audio media.*

<table>
<tr><td colspan="2">Subject: SOCIAL STUDIES.</td><td colspan="2">YEAR:1</td><td>Option: SOCIAL STUDIESEDUCATION</td></tr>
<tr><td colspan="2">TOPIC AREA: MICROECONOMICS</td><td colspan="3">SUB-TOPIC AREA: PRICE THEORY</td></tr>
<tr><td colspan="2">Unit23: ELASTICITY.</td><td colspan="3">No. of periods:12</td></tr>
<tr><td colspan="5">Key Unit Competence: Student- teachers will be able to interpret the variations in percentages of quantity demanded and supplied due to changes in their determinants.</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 of elasticity and the different types.
– Identify the different types of elasticity of demand and supply and their interpretations.
– Explain the determinants of elasticity of demand and supply.</td><td>– Discuss the different types of elasticity of demand and supply.
– Calculate and interpret the different types of elasticity of demand and supply.</td><td>– Be aware that commodities can be demanded and supplied basing on variations in their determining factors.</td><td>Elasticity:
– Meaning and types of elasticity.
Elasticity of demand:
– Meaning,
– types and their calculations,
– categories
– determinantsof elasticity of demand.
Elasticity of supply:
– Meaning,
– price elasticity of supply,
– categories,
– determinants of elasticity of supply.</td><td>– Through documentary research, student teachers explain the concept of elasticity and the different types.
– In small group discussions, student teachers compute and interpret types of elasticity of demand and supply.
– Student teachers brainstorm the determining factors of elasticity of demand and supply.</td></tr>
<tr><td colspan="5">Links to other subjects: Mathematics: statistics , Geography: statistics.</td></tr>
<tr><td colspan="5">Assessment criteria: Able to calculate and interpret the variations in percentages of quantity demanded and supplied due to changes in their determinants.</td></tr>
<tr><td colspan="5">Materials: Newspapers, magazines, textbooks, journals, internet access and audio media.</td></tr>
</table>

Subject: SOCIAL STUDIES.	YEAR:1	Option: SOCIAL STUDIESEDUCATION
TOPIC AREA: MICROECONOMICS	**SUB-TOPIC AREA: PRICE THEORY**	
Unit 24: CONSUMER THEORY.	**No. of periods:6**	

Unit Competence: student teacher will be able to discuss the concept of utility and how it influences consumer's choice in the allocation of their spending.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Explain the term utility and its forms. – State the law of diminishing marginal utility. – Distinguish between consumer and producer surplus.	– Illustrate the law of diminishing marginal utility. – Calculate and illustrate consumer's and producer's surplus.	– Appreciate the relationship between utility and consumer's spending habits. – Integrate the law of diminishing marginal utility in their daily spending habits.	**Utility:** – Meaning of consumer and utility, – forms of utility (Total utility and Marginal utility). – Calculations and curves – The law of diminishing marginal utility. **Consumer's and producer's surplus:** – Meaning and calculations.	– In small groups, student teachers undertake documentary research on consumer theory and explain relationship between total utility and marginal utility, the law of diminishing marginal utility. – In pairs, student teachers calculate and illustrate consumer's and producer's surplus.

Links to other subjects: *Mathematics: functions and graphs.*

Assessment criteria: *Student teachers can make spending decisions using the concept of utility.*

Materials: *Newspapers, magazines, economics and mathematics textbooks, economics journals, internet access and audio media.*

Subject: SOCIAL STUDIES.	YEAR:1	Option: SOCIAL STUDIESEDUCATION
TOPIC AREA: MICROECONOMICS	SUB-TOPIC AREA: PRICE THEORY	
Unit 25 : PRICE MECHANISM.	No. of periods:14	

Key unit Competence: Student teachers will be able to analyse the role of price mechanism in the allocation of resources.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Explain how price mechanism operates. – Identify the advantages and disadvantages of price mechanism. – Explain the causes and effects of price fluctuations. – Explain the methods and effects of price control.	– Describe the operation of the price mechanism in the allocation of resources.	– Advocate for government interference in the allocation of resources.	**Price mechanism:** – Meaning, – Operation, – Advantages and disadvantages of the price mechanism, – Reasons for government intervention in the operation of the price mechanism.	– Through documentary research on price mechanism, student teachers describe the operation, advantages and disadvantages of price mechanism. – Using a case study on the prices of agricultural products in Rwanda, student teachers discuss the causes and effects of price fluctuations and price controls. They present their findings to the class. – Through debates, student-teachers discuss the effects of price controls on an economy.

	– Analyse the impact of price fluctuations in an economy. – Justify government interference in price mechanisms. – Use illustrations to justify the various methods of price controls. – Examine the effects of various price controls in Rwanda.		**Price fluctuations:** – Meaning, – Causes, – Effects – Measures to control price fluctuations. **Price controls:** – Meaning, – Methods – Effects of price controls	
Links to other subjects:*Mathematics: graphs.*				
Assessment criteria: *Student teachers are able to analyse the role of price mechanism in the allocation of resources.*				
Materials: *Newspapers, magazines, economics and mathematics textbooks, economics related journals, internet access and audio media.*				

Subject: SOCIAL STUDIES.	YEAR: 1	Option: SOCIAL STUDIESEDUCATION
TOPIC AREA: MICROECONOMICS	SUB-TOPIC AREA: PRODUCTION THEORY	
Unit 26: INTRODUCTION TO THE THEORY OF PRODUCTION.	No. of periods:12	

Key unit Competence: Student teachers will be able to assess the role of the factors of production in the economy.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Explain the purpose, types and levels of production. – Identify the characteristics, role of each factor of production. – Explain the advantages and disadvantages of specialisation and division of labour.	– Describe the types and levels of production. – Analyse the role of the factors of production in the production process. – Examine the role of specialisation in resource utilisation for efficiency in production.	– Acknowledge the levels through which production passes and specialise accordingly. – Contribute to the capital accumulation process in Rwanda.	**Production:** – Meaning and purpose, – types and levels of production. **Factors of production:** **Land:** – meaning, – characteristics. – the role of land.	– In small groups, student teachers discussand explain the concept of production and identify its types and levels. – Using a case study of any economic activity,student teachers analyse the role of each factor of production in production process.There after, they present their findings to the class. – Through debate, student- teachers explain the advantages and disadvantages of specialisation.

			Labour: – Meaning, – Categories, Division and specialisation of labour **Capital:** – Meaning and forms – Role of capital. – Capital accumulation. **Entrepreneur:** -Meaning and characteristics -Functions.	– Through general class discussions, student teachers brainstorm the factors that determine capital accumulation in an economy.
Links to other subjects:*Geography**: production. Entrepreneurship:agribusiness.*				
***Assessment criteria:** Student teachers are able to assess the roles of the factors of production in the economy.*				
***Materials:** Newspapers, economics related magazines and journals,,geography, entrepreneurship and economics textbook, internet access and audio media.*				

<table>
<tr><td colspan="2">Subject: SOCIAL STUDIES.</td><td>YEAR:1</td><td colspan="2">Option: SOCIAL STUDIES EDUCATION</td></tr>
<tr><td colspan="3">TOPIC AREA: MICROECONOMICS</td><td colspan="2">SUB-TOPIC AREA: PRODUCTION THEORY</td></tr>
<tr><td colspan="4">Unit 27: INPUT-OUTPUT RELATIONSHIP/PRODUCTION FUNCTION.</td><td>No. of periods:4</td></tr>
<tr><td colspan="5">Key unit Competency: Student teachers will be able to describe and illustrate the production function</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 relationship between inputs and outputs both in the short run and long run.
– Explain how production varies with planning periods.
– State the law of diminishing marginal returns and assumption.</td><td>– Illustrate the production function of a firm both in the short run and long run.
– Calculate total product (TP), average product (AP) and marginal product (MP) both in short run and long run.
– Apply the law of diminishing marginal returns and assumption in production.</td><td>– Be aware of the relationship between inputs and outputs both in the short run and long run and plan to produce accordingly for profit maximisation.</td><td>– Production function:
• Meaning,
• Production function,
• Planning periods (short run and long run),
• Product of the firm (TP, AP and MP),
• Law of diminishing marginal returns.</td><td>– Through documentary research on the production function student teachers explain and illustrate the relationship between inputs and outputs, both in the short run and long run. Make presentations in class.
– In pairs, given some data on products of a firm, student teachers calculate TP, AP and MP both in the short run and long run and illustrate them to explain the law of diminishing returns. Make presentations to the class thereafter.</td></tr>
<tr><td colspan="5">Links to other subjects:Mathematics and geography: graphs and statistics.</td></tr>
<tr><td colspan="5">Assessment criteria: Able to describe and illustrate the production function.</td></tr>
<tr><td colspan="5">Materials: Newspapers, economics related magazines and journals, , geography, entrepreneurship and economics textbook, internet access and audio media.</td></tr>
</table>

Subject: SOCIAL STUDIES.		YEAR:1	Option: SOCIAL STUDIESEDUCATION	
TOPIC AREA: MICROECONOMICS			SUB-TOPIC AREA: PRODUCTION THEORY	
Unit 28: THEORY OF THE FIRM.			No. of periods: 6	
Key unit Competency: Student teachers will be able to assess the impact of location and localisation of firms in an area.				
Learning Objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Distinguish between a firm, plant and an industry. – Distinguish between the location and localisation of firms in an area. – Explain the factors influencing locationof firms in an area. – Explain the merits and demerits of localisation of firms in an area.	– Analyse the factors that influence location of firms in an area. – Assess the impact of localisation of firms in an area.	– Support the need for location and localisation of firms in an area.	**Firms:** – Meaning of a firm, industry and a plant. **Location of firms:** – Meaning, – Factors. **Localization:** – Meaning, – Merits and demerits of localisation.	– In small groups, student teachers undertake documentary research on the theory of the firm and discuss factors for location of firms in an area and make a presentationto the class. – Through debates student teachers assess the impact of localisation of firms in an area.
Links to other subjects:*Geography: industrialisation.*				
Assessment criteria:*Able to assess the impact of location and localisation of firms in an area*				
Materials*: Newspapers, economics related magazines and journals, , geographyand economics textbook, internet access and audio media.*				

Subject: SOCIAL STUDIES.	YEAR:1	Option: SOCIAL STUDIESEDUCATION
TOPIC AREA: MICROECONOMICS		SUB-TOPIC AREA: PRODUCTION THEORY
Unit 29: THEORY OF THE COSTS.		No. of periods:10

Key unit Competency: Student teachers will be able to describe production costs of the firm in the short run and long run.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Identify different types of costs. – Explain the variations of costs in the short run and long run. – Explain how firms grow. – Explain the forms, and advantages and disadvantages of the amalgamation of firms. – Distinguish between economies and diseconomies of scale.	– Describe the different types of costs. – Illustrate the relationship between costs in the short run and long run. – Analyse how firms grow and the advantages and disadvantages of growth of firms. – Describe the different economies and diseconomies of scale that a firm can face.	– Acknowledge the importance of minimising costs in the production process. – Advocate for the growth of firms in an area to enjoy economies of large scale production.	**Costs:** – Meaning and types of Costs, – Short run and long run costs of the firm and their relationship (Calculations and illustrations). **Scale of production:** – Meaning, – forms of growth of firms – advantages and disadvantages of merging. **Economies and diseconomies of scale:** – Meaning, – Forms of economies and diseconomies of scale.	– In small groups student teachers undertake documentary research on the theory of cost, and discuss the relationship between costs in the short run and long run and make a presentation in class. – Using a case study of Tigo and Airtel Rwanda telecommunication companies, student teachers discuss why firms merge and the likely effects. – In group discussion, student teachers analyse of forms of economies and diseconomies of scale.

Links to other subjects:*Mathematics and geography: graphs and statistics.*

Assessment criteria: *Able to describe the production costs of the firm in the short run and long run.*

Materials: *Newspapers, economics related magazines and journals, , geography, entrepreneurship and economics textbook, internet access and audio media.*

Subject: SOCIAL STUDIES.	YEAR:1	Option: SOCIAL STUDIES EDUCATION
TOPIC AREA: MICROECONOMICS	SUB-TOPIC AREA: PRODUCTION THEORY	
Unit 30: REVENUES AND PROFITS OF A FIRM.	No. of periods: 4	

Key unit Competence: Student teachers will be able to discuss a firm's revenues and profit maximisation process.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Identify and calculate the different forms of revenue. – Explain the relationship between total, average and marginal revenue. – Identify the different forms of profits of a firm.	– Calculate and differentiate between the different forms of revenue under different firms. – Illustrate the relationship between Total Revenues (TR), Average Revenue (AR) and Marginal Revenue (MR) of different firms. – Describe the condition for profit maximisation.	– Be aware of the necessary condition for profit maximisation of a firm and make decisions based on it.	**Revenues:** – Meaning and forms – Calculations and illustrations of TR, AR and MR. **Profits:** – Meaning and forms (normal, abnormal and negative profits). – Condition for profit maximisation.	– In small groups, student teachers undertake documentary research on revenues and profits of firms, to calculate and demonstrate the relationship between TR, AR and MR of a firm and make presentations. – In general class discussions, student teachers 3distinguish between normal and abnormal profits and describe the profit maximisation condition of a firm. Make presentations.

Links to other subjects: *Graphs and Statistics in Mathematics and Geography*

Assessment criteria: *able to discuss the Firms' Revenues and profit maximization process.*

Materials: *Newspapers, economics related magazines and journals, textbooks, internet access and audio media.*

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7. ANNEX

7.1. TTC Subjects and 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	5	5	0	0	1
7	Biology	0	0	0	0	5	5	0	0	1
8	Chemistry	0	0	0	0	5	5	0	0	1
9	Social Studies	4	4	11	0	2	2	2	2	3
10	History	0	0	0	5	0	5	0	0	1
11	Geography	0	0	0	5	0	5	0	0	1
12	Economics	0	0	0	5	0	5	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**

7.2. Social studies overview year one

TOPIC AREAS	SUBTOPIC AREAS	COMPETENCES
The concept of social studies	…….	To explain the components of social studies and evaluate its importance.
Geography	Physical geography	To explain the formation of major relief regions of Rwanda and evaluate their effects on human activities.
		To compare major types of rocks in Rwanda and evaluate their importance.
		To compare major types of soil in Rwanda and assess their importance
		To analyze the climate of Rwanda and its impact on human activities
		To explain the importance of vegetation in Rwanda and evaluate conservation measures.
		To describe the drainage system of Rwanda and explain its relationship with the human activities
	Human and economic geography	To examine demographic problems in Rwanda and suggest their solutions
		To evaluate the impact of the rural and urban settlements on the sustainable development in Rwanda.
		To investigate the impact of various agricultural activities on the sustainable development in Rwanda.
		To investigate the impact of forestry on the sustainable development in Rwanda.
		To analyze the impact of fishing on the sustainable development of Rwanda.

		To investigate the impact of mining on sustainable development in Rwanda. To investigate the impact of power and energy production on the sustainable development in Rwanda. To explain the impact of industrialization on the sustainable development in Rwanda. To investigate the impact of transport, communication and trade on the sustainable development of Rwanda. To investigate the impact of environment conservation and tourism on the sustainable development of Rwanda.
History	History of Rwanda	To analyze the history of pre-colonial Rwanda To assess the performance of the German and Belgian rules, the 1959 crisis and the process of the independence in Rwanda. Examine the achievements and failures of the 1st and the 2nd Republics in Rwanda Assess the causes, course and consequences of Liberation war of 1990-1994 in Rwanda. Differentiate between genocide and other mass crimes Describe the causes and the course of genocide against the Tutsi(Planning, execution and stopping of genocide) Examine the consequences of the genocide against the Tutsi and how society has been re-built.

GENERAL INTRODUCTION TO ECONOMICS.	**BASIC ECONOMIC CONCEPTS AND PRINCIPLES**.	To use the basic concepts of economics appropriately and appreciate the role of economics in society.
		To describe the nature and scope of economics as applied in various domains.
		To demonstrate a good understanding of the fundamental economic principles and their applicability to daily life. To describe economic phenomenon using mathematical tools.
MICROECONOMICS	**PRICE THEORY**	To analyse the factors that determine prices in the market.
		To analyse the determinants and value of demand in allocating resources the market.
		To analyse the determinants for supply in the market. To determine equilibrium position in the market.
		To interpret the variations in percentages of quantity demanded and supplied due to changes in their determinants. To analyze the role of price mechanism in allocation of resources.
MICROECONOMICS	**PRODUCTION THEORY.**	To assess the role of the factors of production in the economy.
		TO assess the impact of location and localization of firms in an area. To describe and illustrate production function of a firm. To describe production costs and revenues of the firm in the short run and long run