

**SCHEME OF WORK**

**SUBJECT LEADER'S NAME:.....**

**District: NYAGATARE**

**Academic year: 2021-2022**

**Term: I**

**Subject: HISTORY AND CITIZENSHIP**

**Class: S2**

**N<sup>o</sup> of period per week: 3**

| <b>Week/Date</b>            | <b>Unit title</b>  | <b>lesson title and evaluation</b>   | <b>Learning objective and key unit competence</b>   | <b>Teaching method, techniques and evaluation</b>                         | <b>Reference</b>   | <b>Observation</b> |
|-----------------------------|--|--|---|---|--|--------------------|
| <b>Week 1:11-15/10/2021</b> | <b>Unit 1: Collecting and analyzing historical sources</b> | <p><b>LESSON:</b></p> <p><b>1.</b>Complementarities of historical sources.</p> <p><b>2.</b>Challenges faced when using, material, immaterial and electronic sources.</p> | <p><b>Knowledge and understanding:</b> - Review the advantages and disadvantages of different historical sources.</p> <p>-Describe the specific use of material, immaterial and electronic sources.</p> <p><b>Skills:</b> Examine the complementarities of different sources of history in order to test the validity of each source.</p> | <p><b>Group discussion, debate and representation about the topic</b></p> | <p><b>History and citizenship Student book</b></p> <p>-Internet</p> <p>-Textbooks of Rwandan History</p> |                    |
| <b>Week 2:18-22/10/2021</b> |  | <p><b>3</b> Usefulness of different sources of history.</p>  | <p><b>Attitudes and values:</b> Appreciate the complementarities of different sources of history.</p>   |   |  |                    |
|                             |  | <b>SUMMATIVE EVALUATION</b>  | <b>Key Unit Competence:</b> To be able to examine the complementarities of material, immaterial and electronic sources of history.  | <b>Evaluation procedures:</b> Written test                                |  |                    |

|                              |  |  |  |  |   |  |
|------------------------------|--|--|--|--|---|--|
| <b>Week 3:25- 29/10/2021</b> | <b>Unit 2: German and Belgian colonization</b>                           | <b>Lesson:1.</b> Causes of German and Belgian Colonization                                 | <b>Knowledge and understanding:</b> -Explain the causes of German and Belgian colonisations.<br>-Identify the effects of German colonization.<br><b>Skills:</b> -Examine the impact of German colonisation on political, economic and social domains.<br>- Analyse the causes of German and Belgian colonization and the lessons that can be learnt from them.<br><b>Attitudes and values:</b> - appreciate the causes of German and Belgian coloniasation.<br><br>- Acknowledge the impact of German colonisation on Rwandan society. | <b>Group discussion, debate and representation about the topic</b> | <b>History and citizenship</b><br><b>Student book</b><br><b>-Internet</b>   |  |
| <b>Week 4:01- 05/11/2021</b> |  | <b>2.</b> Impact of German colonisation.   |  |  |   |  |
| <b>Week 5:08- 12/11/2021</b> |  | <b>3.</b> Reforms introduced by Belgians.<br><br><b>4.</b> Effects of Belgian Colonization |  | <b>Group discussion, debate and representation about the topic</b> | <b>History and citizenship</b><br><b>Student book</b><br><b>-Internet</b><br><b>-Textbooks of Rwandan History</b> |  |
|                              |  | <b>SUMMATIVE EVALUATION</b>  | <b>Key Unit Competence:</b> To be able to explain the causes and impact of German and Belgian colonisation.  | <b>Evaluation procedures:</b><br>Written test                      |   |  |
| <b>Week 6:15- 19/11/2021</b> | <b>Unit 3: Causes and course of the 1994 genocide against the Tutsi.</b> | <b>LESSON:1.</b> Causes of genocide against the Tutsi.                                     | <b>Knowledge and understanding:</b> - Explain the causes of genocide against theTutsi.<br>- Describe how genocide was planned, executed and stopped.   | <b>Group discussion, debate and representation about the topic</b> | <b>History and citizenship</b><br><b>Student book</b><br><b>-Internet</b><br><b>-Textbooks of</b>                 |  |

|   |  |   |   |                               |  |
|---|--|---|---|-------------------------------|--|
|   |  | <p><b>Skills:</b> - Analyse the causes of the genocide against the Tutsi.</p> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"><li>- Appreciate the role played by RPF/RPA to stop genocide against the Tutsi.</li></ul> |   | <p><b>Rwandan History</b></p> |  |
| <p><b>Week 7:22-<br/>26/11/2021</b></p> | <p><b>2.</b> Planning and execution of genocide against the Tutsi.<br/><b>3.</b> Role played by RPF/RPA to stop genocide against the Tutsi</p> |   | <p><b>Group discussion, debate and representation about the topic</b></p> |                               |  |
|   | <p><b>SUMMATIVE EVALUATION</b></p>   | <p><b>Key Unit Competence:</b> To be able to describe the causes and the course of genocide against the Tutsi (Planning, execution and how genocide was stopped)</p>  | <p><b>Evaluation procedures:</b><br/>Written test</p>                     |                               |  |

|   |   |   |  |  |   |  |
|---|---|---|--|--|---|--|
| <b>Week 8:<br/>29/11-<br/>03/12/20<br/>21</b> | <b>Unit 4:<br/>Kingdoms of<br/>East and<br/>Central Africa.</b> | <b>LESSON :1.</b> Factors for the rise of Buganda and Kongo kingdom | <b>Knowledge and understanding:</b> - Explain the factors behind the rise of the Buganda and Kongo kingdoms.<br>-Identify the causes for the decline of Buganda and Kongo kingdoms.<br><b>Skills:</b> - Analyse the factors causing the downfall of Buganda and Kongo kingdoms.<br><b>Attitudes and values:</b> - understand the factors for the rise of Buganda and Kongo kingdoms. | <b>Group discussion,<br/>debate and<br/>representation<br/>about the topic</b> | <b>History and<br/>citizenship<br/>Student book<br/>-Internet<br/>-Textbooks of<br/>Rwandan<br/>History</b> |  |
| <b>Week<br/>9:06-<br/>10/12/20<br/>21</b>     |   | <b>LESSON :1.</b> Factors for the rise of Buganda and Kongo kingdom |  |  |   |  |

|   |                          |                             |  |   |  |  |
|---|--------------------------|-----------------------------|--|---|--|--|
|   |                          | <b>SUMMATIVE EVALUATION</b> | <p><b>Key Unit Competence:</b> To be able to describe the origin, rise, organisation and decline of kingdoms in East and Central Africa: case study of Buganda and Kongo kingdoms.</p> | <p><b>Evaluation procedures:</b><br/>Written test</p> |  |  |
| <b>Week 10:<br/>13-<br/>17/12/20<br/>21</b> | <b>EXAMS</b>             |                             |  |   |  |  |
| <b>Week 11:<br/>20-<br/>24/12/20<br/>21</b> | <b>EXAMS AND MARKING</b> |                             |  |   |  |  |

## TERM 2

| <b>Week/Date</b>                          | <b>Unit title</b>                                   | <b>Lesson title and evaluation</b>   | <b>Learning objective and key unit competence</b>                                | <b>Teaching method, techniques and evaluation</b>                  | <b>Reference</b>                            | <b>Observation</b> |
|---|---|--|--|--|---|--------------------|
| <b>Week 1:<br/>10-<br/>14/1/2<br/>022</b> | <b>Unit 4: Kingdoms of East and Central Africa.</b> | <b>LESSON :2.</b> Political, social and economic organisation of Buganda and Kongo kingdoms. | <b>Knowledge and understanding:</b> - Explain the factors behind the rise of the | <b>Group discussion, debate and representation about the topic</b> | <b>History and citizenship Student book</b> |                    |

|   |  |  |   |   |   |  |
|---|--|--|---|---|---|--|
|   |  |  | <p>Buganda and Kongo kingdoms.</p> <p>-Identify the causes for the decline of Buganda and Kongo kingdoms.</p> <p><b>Skills:</b> - Analyse the factors causing the downfall of Buganda and Kongo kingdoms.</p> <p><b>Attitudes and values:</b> -understand the factors for the rise of Buganda and Kongo kingdoms.</p> |   | <p><b>-Internet</b><br/><b>-Textbooks of Rwandan History</b></p>        |  |
| <p><b>Week 2:</b><br/><b>17-21/1/2022</b></p> |  | <p><b>3- Factors for the decline of Buganda and Kongo Kingdoms.</b></p> <p><b>SUMMATIVE EVALUATION</b></p> | <p><b>Key Unit Competence:</b> To be able to describe the origin, rise, organisation and decline of kingdoms in East and Central Africa: case study of Buganda and Kongo kingdoms.</p>  | <p><b>Evaluation procedures:</b> Written test</p>                         |   |  |
| <p><b>Week 3:</b><br/><b>24-28/1/2022</b></p> | <p><b>Unit 5: Long distance trade.</b></p> | <p><b>LESSON:1.</b> Rise and organisation of long distance trade.</p>                                      | <p><b>Knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>-Describe its organization.</li> <li>- Explain effects and</li> </ul>   | <p><b>Group discussion, debate and representation about the topic</b></p> | <p><b>History and citizenship Student book</b><br/><b>-Internet</b></p> |  |

|   |                                |  |   |  |   |  |
|---|--------------------------------|--|---|--|---|--|
|   |                                |  | reasons for its decline.<br><b>Skills:</b> - Balance its organisation with the organisation of Trans-Saharan trade.<br>- Examine the effects and the reasons for the decline of long distance trade.<br><b>Attitudes and values:</b><br>Appreciate the organisation of long distance trade. | <b>Group discussion, debate and representation about the topic</b> | <b>-Textbooks of Rwandan History</b>  |  |
| <b>Week 4:<br/>31/1-<br/>04/2/2<br/>022</b> |                                | <b>2.</b> Reasons for the decline of long distance trade.<br><br><b>3.</b> Effects of long distance trade. |   |  | <b>History and citizenship Student book</b><br><b>-Internet</b><br><b>-Textbooks of Rwandan History</b> |  |
|   |                                | <b>SUMMATIVE EVALUATION</b>  | <b>Key Unit Competence:</b> To be able to explain the rise, organisation, effects and decline of long distance trade.   | <b>Evaluation procedures:</b> Written test                         |   |  |
| <b>Week 5:<br/>7-<br/>11/2/2<br/>022</b>    | <b>Unit 6: Ngoni migration</b> | <b>LESSON :1</b> - Origin of the Ngoni and different Ngoni groups  | <b>Knowledge and understanding:</b> - Identify different groups of the Ngoni.<br>- Describe the reasons for Ngoni migration.<br>- Discuss the effects of Ngoni migration.   | <b>Group discussion, debate and representation about the topic</b> | <b>History and citizenship Student book</b><br><b>-Internet</b><br><b>-Textbooks of Rwandan History</b> |  |

|  |   |   |  |  |   |
|--|---|---|--|--|---|
| <b>Week 6:</b><br><b>14-</b><br><b>18/2/2022</b> | <b>2.</b> Reasons for Ngoni migration.<br><b>3.</b> Consequences of Ngoni migration | <b>Skills:</b> -Examine the effects both positive and negative of the Ngoni migrations in East and Central Africa.<br><b>Attitudes and values:</b> - Appreciate the origin and the reasons for the Ngoni migration.<br>- Recognise the effects of the Ngoni migration |  |  |   |
|  | <b>SUMMATIVE EVALUATION</b>   | <b>Key Unit Competence:</b> To be able to explain the origin, causes and effects of Ngoni migration.  | <b>Evaluation procedures:</b> Written test                               |  |   |
| <b>Week 7:</b><br><b>21-</b><br><b>25/2/2022</b> | <b>Unit 7: Exploration of Africa.</b>   | <b>LESSON:</b> 1. Different European explorers and their routes.  | <b>Knowledge and understanding:-</b><br>Identify different Europeans who | <b>Group discussion, debate and representation about the topic</b> | <b>History and citizenship Student book</b><br><b>-Internet</b> |

|  |   |   |   |  |  |
|--|---|---|---|--|--|
|  | <p><b>2.</b>Different causes of exploration.</p>  | <p>explored Africa.</p> <ul style="list-style-type: none"><li>- Explain different causes and effects of exploration</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>- Assess the effects and process of exploration.</li><li>- Analyse the causes of European explorers in Africa.</li></ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"><li>- Appreciate the importance of the activities of different explorers in Africa.</li><li>- Note the causes of European exploration in Africa.</li></ul> |   | <p><b>-Textbooks of Rwandan History</b></p>  |  |
|  | <p><b>3.</b>Consequences of exploration of Africa.</p> <p><b>4.</b>Problems faced by explorers in Africa.</p> |   | <p><b>Group discussion, debate and representation about the topic</b></p> | <p><b>History and citizenship</b></p> <p><b>Student book</b></p> <ul style="list-style-type: none"><li>-Internet</li><li>-Textbooks of Rwandan History</li></ul> |  |

|   |   |   |   |  |   |  |
|---|---|---|---|--|---|--|
|   |   | <b>SUMMATIVE EVALUATION</b>   | <b>Key Unit Competence:</b> To be able to explain the causes and consequences of exploration of Africa.   | <b>Evaluation procedures:</b> Written test                         |   |  |
| <b>Week 8:</b><br><b>28/2-04/3/2022</b> | <b>Unit 8: European colonisation of Africa.</b> | <b>Lesson:1.</b><br>Different causes of European colonisation in Africa.<br><b>2.</b> Methods of colonial conquest in Africa. | <b>Knowledge and understanding:</b><br>-Explain the different causes of European colonisation of Africa.<br><br>- Identify different methods of colonial conquest.  | <b>Group discussion, debate and representation about the topic</b> |   |  |
| <b>Week 9:</b><br><b>7-11/3/2022</b>    |   | <b>3.</b> Colonial systems of administration.<br><br><b>4.</b> Consequences of European colonisation                          | <b>Skills:</b> -Evaluate the causes of European colonisation of Africa and show whether they were justified.<br><b>Attitudes and values:</b> - Acknowledge the similarities and differences between methods used by European colonialist to acquire colonies in Africa. | <b>Group discussion, debate and representation about the topic</b> | <b>History and citizenship Student book</b><br><b>-Internet</b><br><b>-Textbooks of Rwandan History</b> |  |

|                             |   |  |  |  |   |  |
|-----------------------------|---|--|--|--|---|--|
|                             |   |  |  |  |   |  |
|                             |   | <b>SUMMATIVE EVALUATION</b>  | <b>Key Unit Competence:</b> To be able to evaluate causes and consequences of European colonisation of Africa.             | <b>Evaluation procedures:</b> Written test                         |   |  |
| <b>Week 10:14-18/3/2022</b> | <b>Unit 9: African response to colonial conquest.</b> | <b>LESSON:</b> 1. Types of resistance, their causes and effects and methods of resistance.<br><br>2. Forms of collaboration. | <b>Knowledge and understanding:</b><br>- Identify types of resistance, their causes and effects.<br>- Explain how Africans | <b>Group discussion, debate and representation about the topic</b> | <b>History and citizenship Student book</b><br>-Internet<br>-Textbooks of Rwandan History |  |

|  |  |   |   |  |  |
|--|--|---|---|--|--|
|  | <p><b>3. How Africans collaborated with Europeans colonialists (e.g. Mutesa of Buganda, Lenana of Masai, etc).</b></p> | <p>resisted the colonial administrations.</p> <ul style="list-style-type: none"> <li>- Explain forms of collaboration, its causes and consequences.</li> </ul> <p><b>Skills:</b> - Compare primary and secondary resistance by giving examples.</p> <p><b>Attitudes and values:</b> - Appreciate the reasons for resistances so as to acquire the spirit of nationalism and patriotism.</p> | <p><b>Group discussion, debate and representation about the topic</b></p> | <p><b>History and citizenship Student book</b><br/> <b>-Internet</b><br/> <b>-Textbooks of Rwandan History</b></p> |  |
|  | <p><b>SUMMATIVE EVALUATION</b></p>   | <p><b>Key Unit Competence:</b> To be able to analyse the reactions of Africans to colonial conquest.</p>  | <p><b>Evaluation procedures:</b> Written test</p>                         |  |  |
| <p><b>Week 11 :21- 25/3/2022</b></p>   | <p><b>EXAMS</b></p>  |   |   |  |  |
| <p><b>Week 12 :28/3- 01/4/2022</b></p> | <p><b>EXAMS AND MARKING</b></p>  |   |   |  |  |

## TERM 3

| Week/Date                  | Unit title                             | Lesson title and evaluation   | Learning objectives and key unit competence  | Teaching method, techniques and evaluation                         | Reference   | Observation |
|----------------------------|--|---|--|--|---|-------------|
| <b>Week 1:18-22/4/2022</b> | <b>Unit 10: Industrial revolution.</b> | <b>LESSON:1.</b><br>Political, economic and social situation in England before the industrial revolution. | <b>Knowledge and understanding:</b><br>- Describe the factors that led to the industrial revolution.<br>- Discuss the effects of industrial revolution in Europe and the rest of the world.<br><br><b>Skills:</b> - Examine the factors that led to the industrial revolution and determine the contribution of each factor. | <b>Group discussion, debate and representation about the topic</b> | <b>History and citizenship</b><br><b>Student book</b><br>-Internet<br>-Textbooks of Rwandan History |             |
| <b>Week 2:25-29/4/2022</b> |  | <b>2.</b> Factors that led to the Industrial revolution.<br>3. Effects of the industrial revolution.      | - Assess the effects of the industrial revolution and its  | <b>Group discussion, debate and representation about the topic</b> | <b>History and citizenship</b><br><b>Student book</b><br>-Internet<br>-Textbooks of Rwandan History |             |

|                                   |   |  |   |   |  |  |
|-----------------------------------|---|--|---|---|--|--|
| <p><b>Week 3:02-06/5/2022</b></p> |   | <p><b>4.</b>Technical inventions and their inventors: spinning mule, spinning jenny, water frame, steam engine, flying shuttle.</p>  | <p>impact on Africa.</p> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>- Recognise the factors that led to industrial revolution.</li> <li>- Assess the effects of the industrial revolution.</li> <li>- Identify technical inventions and their inventors</li> </ul>  | <p><b>Group discussion, debate and representation about the topic</b></p> | <p><b>History and citizenship</b><br/> <b>Student book</b><br/> <b>-Internet</b><br/> <b>-Textbooks of Rwandan History</b></p> |  |
|                                   |   | <p><b>SUMMATIVE EVALUATION</b></p>   | <p><b>Key Unit Competence:</b> To be able to explain the causes and consequences of the industrial revolution, technical inventions and their inventors.</p>  | <p><b>Evaluation procedures:</b> Written test</p>                         |  |  |
| <p><b>Week 4:09-13/5/2022</b></p> | <p><b>Unit 11: Causes and impact of the American revolution</b></p> | <p><b>LESSON:1.</b><br/> Causes of American revolution:<br/> - Political causes (need for independence, unfair judicial system of Britain, the restriction of colonies from occupying new lands of Ohio and Louisiana,</p> | <p><b>Knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>- Describe the causes of the American revolution.</li> <li>- Explain the impact of the American revolution</li> </ul> <p><b>Skills:</b> - Analyse the causes of the American revolution and interpret the role of each cause.</p> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>- Acknowledge the causes of the</li> </ul> | <p><b>Group discussion, debate and representation about the topic</b></p> | <p><b>History and citizenship</b><br/> <b>Student book</b><br/> <b>-Internet</b><br/> <b>-Textbooks of Rwandan History</b></p> |  |

|                                     |  |  |  |  |  |
|-------------------------------------|--|--|--|--|--|
| <b>Week<br/>5:16-<br/>20/5/2022</b> | <p>Boston massacre, and others).</p> <p><b>2.</b> Economic causes: (exploitation of resources, heavy taxation system, the tea party of Boston).</p> <p>3. Social causes: (discrimination against Americans, role of philosophers, the war of Independence).</p> <p><b>4.</b> Effects of American Revolution both in America and in the rest of the world</p> | <p>American revolution and acquire the ideas of democracy and nationalism.</p> |  |  |  |
|                                     | <b>SUMMATIVE<br/>EVALUATION</b>  | <b>Key Unit</b>  | <b>Competence:</b> To be able to explain the causes and impact of American revolution. | <b>Evaluation<br/>procedures:</b> Written test |  |

|   |  |   |  |   |   |  |
|---|--|---|--|---|---|--|
| <p><b>Week 6:23-<br/>27/5/2022</b></p>        | <p><b>Unit 12:<br/>Rights, duties<br/>and<br/>obligations.</b></p> | <p><b>LESSON:1.</b><br/>Duties of citizen toward his/her nation.<br/><b>2.</b>Obligations of the state towards its population.<br/><b>3.</b>How duties and obligations are balanced in Rwanda</p> | <p><b>Knowledge and understanding:</b> - Explain the concepts of rights, duties and obligations in the family, community and nation.<br/>- Identify the obligations of the state towards its population.<br/>- Describe the balance between duties and obligations. nation.<br/><b>Skills:</b> - Examine the role of rights, duties and obligations in society and nation building.<br/><b>Attitudes and values:</b><br/>- Acquire the spirit of citizenship.<br/>- Develop the spirit of being law abiding.</p> | <p><b>Group discussion, debate and representation about the topic</b></p> | <p><b>History and citizenship</b><br/><b>Student book</b><br/>-Internet<br/>-Textbooks of Rwandan History</p> |  |
| <p><b>Week 7:<br/>30/5-<br/>03/6/2022</b></p> | <p><b>Unit 13:<br/>State and<br/>government.</b></p>               | <p><b>LESSON:1.</b><br/>Definition of state<br/>And government.</p>   | <p><b>Knowledge and understanding:</b><br/>-explain the role and functions of the state and government.</p>  | <p><b>Group discussion, debate and representation about the topic</b></p> | <p><b>History and citizenship</b><br/><b>Student book</b><br/>-Internet<br/>-Textbooks of</p>                 |  |

|                            |   |   |   |   |   |  |
|----------------------------|---|---|---|---|---|--|
|                            |   | <p><b>2.</b>Difference between state and government.</p> <p><b>3.</b>Types of state and basic forms of government.</p> <p><b>4.</b>Organs, role and functions of the state and government</p>   | <p>-Explain the concepts of the State and government.</p> <p>- Identify the difference between state and government.</p> <p><b>Skills:</b> - Analyse the definition of state and government and compare them.</p> <p><b>Attitudes and values:</b> -Appreciate the importance of state and government in order to determine the Rwandan identity.</p>  |   | <b>Rwandan History</b>  |  |
|                            |   | <b>SUMMATIVE EVALUATION</b>   | <p><b>Key Unit Competence:</b> To be able to explain the role and functions of the state and government.</p>  | <p><b>Evaluation procedures:</b> Written test</p>                         |   |  |
| <b>Week 8:06-10/6/2022</b> | <b>Unit 14: Interdependence and unity in diversity.</b> | <p><b>LESSON:1.</b><br/>Interdependence</p> <ul style="list-style-type: none"> <li>- <b>Unity.</b></li> <li>- <b>Personal identity and national identity</b></li> </ul> <p><b>2.Patriotism.</b></p> <ul style="list-style-type: none"> <li>- <b>Unity in diversity</b></li> </ul> | <p><b>Knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>- Explain the importance of unity.</li> <li>- Describe the concept of interdependence among people.</li> <li>- Explain the concept of unity in diversity.</li> </ul> <p><b>Skills:</b> - Evaluate the importance of unity.</p> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>- Show respect for others and love for one</li> </ul> | <p><b>Group discussion, debate and representation about the topic</b></p> | <p><b>History and citizenship Student book</b></p> <ul style="list-style-type: none"> <li>-Internet</li> <li>-Textbooks of Rwandan History</li> </ul> |  |

|  |                             |  |  |  |  |
|--|-----------------------------|--|--|--|--|
|  |                             |  | <p>another.</p> <ul style="list-style-type: none"><li>- Appreciate the importance of patriotism and self-reliance.</li></ul> |  |  |
|  | <b>SUMMATIVE EVALUATION</b> | <b>Key Unit Competence:</b> To be able to explain the interdependency and unity in diversity | <b>Evaluation procedures:</b> Written test   |  |  |

|                              |  |  |  |  |  |  |
|------------------------------|--|--|--|--|--|--|
| <b>Week 9:13-17/6/2022</b>   | <b>Unit 15: Social cohesion</b>  | <b>LESSON:1.</b><br>Social cohesion and Factors influencing social cohesion.<br><b>2.</b> Challenges to Social cohesion : Discrimination, Exclusion, Stigma, prejudice, etc. | <b>Knowledge and understanding:</b><br>- Explain the factors influencing social cohesion.<br>- Identify challenges to social cohesion<br><b>Skills:</b> - Examine the importance of social cohesion in Rwanda and other societies.<br><b>Attitudes and values</b><br>- Appreciate the importance of social cohesion in Rwandan society.<br>- Judge factors influencing social cohesion and interpret its challenges. | <b>Group discussion, debate and representation about the topic</b> | <b>History and citizenship</b><br><b>Student book</b><br>-Internet<br><b>-Textbooks of Rwandan History</b> |  |
|                              |  | <b>SUMMATIVE EVALUATION</b>  | <b>Key Unit Competence:</b> To be able to analyse how people can live together in harmony.   | <b>Evaluation procedures:</b> Written test                         |  |  |
| <b>Week 10: 20-24/6/2022</b> | <b>Unit 16: Hindrances to dignity and self-reliance in Rwandan society</b> | <b>LESSON:1.</b><br><b>Types of</b> hindrances to dignity and self-reliance.<br><b>2.</b> Importance of dignity and self-reliance in Rwandan society                         | <b>Knowledge and understanding</b> - Explain the importance of dignity and self-reliance in Rwandan society.<br><b>Skills:</b> - Examine the hindrances to dignity   | <b>Group discussion, debate and representation about the topic</b> | <b>History and citizenship</b><br><b>Student book</b><br>-Internet<br><b>-Textbooks of Rwandan History</b> |  |

|  |  |   |   |   |   |  |
|--|--|---|---|---|---|--|
|  |  | <p>society.</p> <p><b>3.</b>Importance of international cooperation in respect to Rwandan aspirations.</p> <p><b>4.</b>Activities for promotion of dignity and self-reliance.</p> <p><b>5.</b> Challenges to dignity and self-reliance.</p> | <p>and self-reliance in order to determine measures/strategies to overcome them.</p> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>- Show concern for hindrances to dignity and self-reliance.</li> <li>- Appreciate role of dignity and self-reliance in Rwandan society and advocate for them.</li> </ul>  |   |   |  |
|  |  | <b>SUMMATIVE EVALUATION</b>   | <p><b>Key Unit Competence:</b> To be able to identify the hindrances to dignity and self-reliance in Rwandan society.</p>   | <p><b>Evaluation procedures:</b> Written test</p>                         |   |  |
| <b>Week 11:</b><br><b>27/6-01/7/2022</b> | <b>Unit 17: Concept of disability and inclusive education.</b> | <p><b>LESSON:1.</b><br/>Causes of disability</p> <p><b>2.</b> Effects of disability</p> <p><b>3.</b>Measures to prevent Disability</p>  | <p><b>Knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>- Explain measures to prevent disabilities.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Assess the causes and effects of disability and relate to the current situation.</li> </ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>-Appreciate the raised awareness of disability.</li> </ul> | <p><b>Group discussion, debate and representation about the topic</b></p> | <b>History and citizenship Student book</b> |  |

|   |  |   |  |  |  |  |
|---|--|---|--|--|--|--|
|   |  |   | <ul style="list-style-type: none"><li>- Appreciate the importance of good hygiene.</li></ul>   |  |  |  |
|   |  | <b>SUMMATIVE EVALUATION</b>   | <b>Key Unit Competence:</b> To be able to analyse causes and effects of disabilities and determine measures to prevent disability.   | <b>Evaluation procedures:</b> Written test |  |  |
| <b>Week 11:<br/>27/6-<br/>01/7/2022</b> | <b>Unit 18:<br/>Family and Personal Values</b> | <b>LESSON:1.</b><br>Conflict and misunderstanding between parents and children.<br><b>2.</b> Importance of parents-child dialogues about their differences and developing respect for each other's rights to have different | <b>Knowledge and understanding:</b> - Describe how mutual trust between parents and children promotes effective communication.<br><br><b>Skills:</b> - Assess family and personal values and show how they are inter-related.<br>- Evaluate negative social norms/practices related to sexuality and marriage and indicate their contributions in the society. |  |  |  |

|  |  |                             |   |  |  |  |
|--|--|-----------------------------|---|--|--|--|
|  |  | values.                     | <b>Attitudes and values:</b><br>- Acknowledge the importance of parents and personal values.                                      |  |  |  |
|  |  | <b>SUMMATIVE EVALUATION</b> | <b>Key Unit Competence:</b><br>Examine the concept of Human Rights related to sexual and reproductive health (from unit overview) | <b>Evaluation procedures:</b> Written test |  |  |

|                             |                          |
|-----------------------------|--------------------------|
| <b>Week 12:04-08/7/2022</b> | <b>EXAMS</b>             |
| <b>Week 13:11-15/7/2022</b> | <b>EXAMS AND MARKING</b> |

**END OF YEAR.**