

Republic of Rwanda

Ministry of Education
National Curriculum Development Centre



Social Studies Curriculum

grade 1-6



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Social Studies Curriculum for the Basic Education Programme

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SECTION A

INTRODUCTION

1.0 THE NATIONAL CONTEXT

- 1.1 This Social Studies Curriculum for Rwanda’s Basic Education Programme, Year 1 to 6, has been developed within a broad framework of the philosophy, vision and aspirations of the people of this country. It is therefore appropriate that this introduction begins by contextualising the Curriculum into the national governmental setting in general, and the education sector in particular.
- 1.2 Since the Government of National Unity assumed leadership in Rwanda, a variety of measures have been created and undertaken to instil fresh vision and dynamism, which have revitalised the development of the country.
- 1.3 As of now, the Government has produced two landmark documents which have set up broad parameters, directions and general standards of achievement that the socio-economic development process must pursue. These two documents are:
- a) Vision 2020**
 - b) Poverty Reduction Strategy Programme**
- 1.4 It is these two key documents that are presently giving inspiration and guidance to the various development policies and efforts by the different sectors in Rwanda.
- 1.5 Subsequent to the above two documents, the Ministry of Education Science, Technology and Scientific Research (MINEDUC) produced several key documents that are intended to empower the Ministry to effectively contribute to the achievement of the national aspirations through the education sector. The leading such documents include the following:
- a. Education Sector Policy 2002
 - b. Education for All Plan of Action (EFA), June 2003
 - c. Education Sector Strategic Plan 2003-2008, April 2003
 - d. Ministry of Education, Science, Technology and Scientific Research Primary and Secondary School Curriculum Development Policy, 2004
 - e. Textbook policy
 - f. Report of the May 2002 International Conference on “Curriculum in the Service of National Development: What Skills do our Children Need?”
 - g. National Curriculum Development Centre 6 Year Plan: 2004-2009.
 - h. Language in Education policy and plan

- 1.6 All the above indicated documents do not only articulate the central role that the education sector has to play in the effective implementation of the goals and aspirations stated in the **Vision 2020** and **PRSP** papers, but also a commitment by MINEDUC to take internal measures that will empower the Ministry to effectively fulfil that role.
- 1.7 Noting the very fast changes currently taking place in Rwanda, MINEDUC has resolved that such changes call for similar visionary education reforms, which will help effectively meet the needs and demands of modern society in the country. In this connection, the Ministry has decided to undertake a major systematic educational reform, including Curriculum revision.
- 1.8 MINEDUC views the curriculum as the heart of the education system in Rwanda. The Ministry is therefore committed to the view that the establishment and delivery of effective curricula will contribute significantly to achieving both quantitative and qualitative targets, including national reconciliation, social cohesion and national unity.
- 1.9 In order to afford curriculum developers a clearer sense of direction, in the documents cited above, the MINEDUC has highlighted a set of education goals and objectives as indicated below.
 - a. Educate a full citizen who is liberated from all kinds of discrimination, including gender based discrimination, exclusion and favouritism;
 - b. Contribute to the promotion of culture of peace and emphasize Rwandan and universal values of justice, peace, tolerance, respect for human rights, gender equality, solidarity and democracy;
 - c. Dispense a holistic moral, intellectual, social, physical and professional education through the promotion of individual competencies and aptitudes in the service of national reconstruction and sustainable development of the country;
 - d. Promote science and technology, with special attention to ICT;
 - e. Development in the Rwandan citizen an autonomy of thought, patriotic spirit, a sense of civic pride, love of work and global awareness;
 - f. Transform the Rwandan population into human capital for development through acquisition of development skills, and
 - g. Eliminate all causes and obstacles, which can lead to disparity in education, be it by gender, disability, and geographical or social group

Specific Objectives of the Education Sector Policy are to:

- a. Make sure that education is available and accessible to all Rwandese people;
- b. Improve the quality and relevance of education;
- c. Promote the teaching of science and technology, with a special focus on ICT;
- d. Promote trilingualism in the country;
- e. Promote an integral, comprehensive education, oriented towards the respect of human rights and adapted to the present situation of the country;
- f. Sensitise children to the importance of environment, hygiene and health and protection against HIV/AIDS;
- g. Improve the capacity for planning, management and administration of education, and
- h. Promote research as a mobilising factor for national development and to harmonise the research agenda.

Objectives of Basic Education

To increase access to and improve the quality of Pre-Primary and Primary Education, provide education to all through functional literacy; provide vocational and skills training to all out-of-school people.

Objectives of Secondary Education

To improve the quality of general secondary education and the quality of pedagogic, technical and vocational education at Upper Secondary level, and to increase access to Secondary Education at all levels.

2.0 SOCIAL STUDIES CURRICULUM

2.1 The above outlined background has led to and inspired the creation of this Social Studies Curriculum.

2.2 This Curriculum has its roots in the operative 1997/1998 Curriculum, but departs from the latter in three major ways, namely:

- a. This Curriculum derives concepts and content from primary and lower secondary separate social sciences and life skills subjects and integrates them into a new subject known as Social Studies.
- b. The content, spirit and orientation of the Curriculum are largely based on and inspired by the latest aspirations of Rwanda which are articulated in the key documents and policies referred to above at the beginning of the GENERAL INTRODUCTION.
- c. This Curriculum is more detailed and focussed in its orientation. The details include:
 - clearly stated general objectives of social studies
 - a central organising theme
 - six grade organising themes for each of the 6 Grades
 - eight termly units for each grade
 - related objectives and content
 - ten focal functional areas of application

2.3 The details highlighted in (d) above render this Curriculum quite user-friendly to the learner, teacher, textbook writer, examiner and school Inspector.

3.0 MEANING OF SOCIAL STUDIES

3.1 Social Studies as a field of study in basic and secondary education is the study of people in their physical and social environment. The physical environment includes mainly plants, animals, air, water and soil; while the social environment

consists of mainly the people themselves, as well as the acceptable social conduct and practices which are enforced through customs, beliefs, laws and social practices.

- 3.2 Social Studies derives related knowledge, skills and values largely from social science and life skills subjects, as well as the environment. The derived objectives and content are re-organised in an integrated manner into a new learning field called Social Studies.
- 3.3 The main sources of the content of Social Studies include the following subject areas: History, Geography, Civics, Economics, Sociology, Anthropology, Political Education, and Morals.
- 3.4 Critical issues from life skills subjects are also demanding an increasingly strong presence in Social Studies Curricula for basic and secondary education. In the case of Rwanda, these life skills subjects largely include: Peace and Reconciliation, Human rights, AIDS Prevention, Gender Equality and Opportunity, Environment, Population, Health, and Information Communication Technology (ICT).
- 3.5 It is Social Studies perceived as above that Rwanda has decided to introduce in the country's Basic Education Programme. In doing so, Rwanda is borrowing a leaf from most modern and modernising education systems in the world, which are already implementing this initiative.

4.0 WHY SOCIAL STUDIES? WHY NOW?

- 4.1 Social Studies as a field of study is a strategic and pragmatic subject that helps education systems to effectively select, manage and deliver the most relevant and functional knowledge, skills and values to the learner within the framework of a normally crowded timetable.
- 4.2 Knowledge, skills and values are dynamic, always growing and expanding so fast that the human mind, let alone education systems, cannot accommodate all that there is to be learnt in their respective original traditional form. At relatively short intervals, more up-to-date functional concepts and practices in the areas of knowledge, skills and values overtake and replace older ones.
- 4.3 The emergency of diversified competitive categories of knowledge, skills and values that need to be learnt on the one hand, and the challenges and priorities of Rwanda's socio-economic development aspirations and plans on the other, have made it

imperative on the educational leaders and practitioners in the country to take a fresh look at, re-align and up-date their curricula. Hence the planned introduction of the Social Studies Curriculum for Basic Education Programme of Rwanda to replace the hitherto operative single-subject based curricula.

4.4 By the end of the Basic Education Programme, Rwanda wants the school leavers to be functional and practical generalists, and not specialist academicians. The country wants to produce leavers who will be able to effectively participate in the socio-economic development of Rwanda, on the one hand, and to continue with their secondary and higher education, on the other.

The Social Studies Curriculum that follows has been designed in such a way that it will be able to effectively contribute to the realisation of the above double-pronged attribute in the Basic Education school leavers in the country.

5.0 GENERAL OBJECTIVES OF SOCIAL STUDIES

5.1 The objectives of this Social Studies Curriculum in Rwanda are to:

- a) Help the learner understand the need and values of good citizenship, like responsibility, culture of peace, tolerance, justice, democracy, patriotism, solidarity and national unity and reconciliation, and his/her role in promoting these values.
- b) Help the learner understand the interdependence of people, the physical environment, and how it affects the quality of people's lives.
- c) Develop in the learner an understanding of the main activities that generate wealth in Rwanda, such as agriculture, industries and tourism, and their importance to the family, community and country.
- d) Help the learner to acquire work ethic, method and team spirit that will enable him/her to participate in developing resources for personal and collective welfare.
- e) Empower the learner to understand the development and nature of various cultural, administrative and political institutions, properties and practices in his/her society and that of others.
- f) Help the learner to develop critical thinking and a sense of curiosity and searching for further knowledge and skills through reading, drawing and interpreting sources of information.
- g) Equip the learner with basic elements of business knowledge and skills, which will enable him/her to effectively participate in the socio-economic development of the country.

- h) Develop in the learner responsible participatory behaviours in addressing social challenges like HIV/AIDS, environment protection, family planning, population growth, gender equity, as well as human and children's rights.
- i) Help the learner to understand Rwanda's geographical, political and development linkages with the rest of the world.

5.2 The above objectives define the ideal scope of the 9 years Basic Education Social Studies Curriculum for the country.

5.3 Given the spiralling approach in which the content of the Curriculum is arranged, these objectives will be achieved by piecemeal. Aspects of the objective will be progressively addressed or/and reinforced in each year of the course.

5.4 This progressive build up is expected to lead to the effective realisation of the nine general objectives by the end of the Basic Education Cycle of the country.

6.0 ATTAINMENT COMPETENCES

GRADE 1-3

Learning to know.

1. Mention the local administrative unit in their village and community and explain their work.
2. Describe the main components of the environment at the home, on the way to school, at school.
3. Identify items which people share and those that they do not share.

Learning to do.

1. Identify both the rights and responsibilities of the child in the home and village.
2. Identify and name the different levels of leadership from the village (umudugudu) to the province level.
3. Protect the environment at home.

4. Take care of the environment at school.
5. Identify community assets and participate in their preservation and development.

Learning to be.

1. Adopt acceptable behaviours.
2. Mention some polite behaviour and practice them in his/her daily life.
3. Recognise the need to admit one's mistakes and asking for forgiveness, as well as the acceptance for being punished.
4. Restrain him/her from begging, stealing and wandering around.
5. Explain with examples how to control anger.

Learning to live together.

1. Restrain him/her from provoking others.
2. State the advantages of working together.
3. Explain with examples why and what people should share with others
4. Mention the advantages of helping one another.

GRADE 4-6

Learning to know.

1. Identify with examples, situations that denote freedom, peace, reconciliation, tolerance, justice, democracy, patriotism, solidarity and national unity.
2. Describe different types of conflicts, including their causes and prevention and methods.
3. Describe Rwanda's traditional literature, arts and games.
4. Explain basic human rights, including those of children.
5. Indicate the similarities and differences between the Rwandan genocide and other countries' genocides.

6. Explain the causes and consequences of the 1994 genocide and massacres in Rwanda.
7. Describe the colonisation of Rwanda and other African countries (forms, causes, circumstances and resistance against the colonisers).
8. Explain the main social plagues.
9. Describe the different economic activities of pre-colonial Rwanda and some other African countries.
10. Describe the social, cultural, economic and political organisation of some African countries.
11. Explain and differentiate the various forms of the decolonisation process in Africa.
12. Explain demographic growth.
13. Identify elements, factors and major zones of weather in Africa.
14. Explain major constraints of external trade.
15. Explain sexuality and its social function.
16. Explain the advantages and disadvantages of grouped together or scattered shelter.
17. Explain the different types of exploitation.
18. Explain the earth's movements and their consequences.
19. Explain the foundations of the constitution and procedures for its adoption.
20. Explain the main causes of poverty.
21. Explain the main characteristics of traditional education in Rwanda.
22. Explain the main constraints linked to transport.
23. Explain the major events that marked Rwanda's evolution from its origin to its independence.
24. Explain the Nation's symbols.
25. Explain the notion of democracy, its pillars and obstacles.
26. Explain the seasons according to temperature, rain and wind.
27. Explain the structure of the Rwandan traditional society.
28. Explain the terms *active volcanoes* and *extinct volcanoes*.
29. Explain weather changes.
30. Give causes of the liberation war of Rwanda, 1990-1994.
31. Give main population areas and explain the causes of that distribution.
32. Identify national and international organisations that care for children.
33. Give the social, cultural, economic and political consequences of the colonial administration in Rwanda.
34. Indicate how economic development can be achieved by adapting techniques of agriculture and animal breeding to the natural environment.
35. Identify areas with poor soil and those with fertile soil.
36. Identify causes of genocide and political massacres.

37. Identify causes of problems of independent Africa, including both internal and external ones.
38. Identify relationships, resemblances and differences between the Rwandan traditional society and other African traditional societies.
39. Identify social, cultural, economic and political relationship among the people of Rwanda.
40. Identify the main problems linked to industrialisation.
41. Differentiate the sources of history.
42. Identify imported and exported products.
43. Mention some of the main republican institutions which have been put in place since independence.
44. Mention some sub-regional, regional and international cooperation organisations and indicate their importance for political, social and economic development of Rwanda.
45. Illustrate the shape and different measurements of the earth.
46. Present the main social and economic achievements during the first republic.
47. Show the importance of trade exchanges among the regions of the country.
48. Show the part played by nationalistic movements in the fight for independence in Rwanda and Africa.
49. Show the usefulness of modern means of communication.
50. Show ways in which the out comes of the Berlin colonial Conference of 1884-1885 are still experienced in modern Africa.
51. Identify and explain major threats against life in Rwanda, Africa and the World.
52. Identify the different elements of Rwandan traditional beliefs.

Learning to do.

1. State the time of a place from the Greenwich Meridian.
2. Differentiate and locate the relief forms of Rwanda according to altitude.
3. Differentiate, using concrete examples, the notions of *good*, *evil* and *duty*.
4. Differentiate, using a map, different forms of relief and give examples on each continent.
5. Improve the beauty of the family and school environment.
6. List some types of craftsmanship, industries, cooperatives and banks and show their importance in socio-economic development.
7. Explain different types of fishing.
8. Identify some actions that a pupil can undertake in order to develop both himself/herself and the country.
9. Identify different forms of relief, using a map, if appropriate.
10. Indicate the main tourist attractions and show their importance to economic development.

11. Actively participate in environment protection.
12. Calculate the population's density of a given place.
13. Locate on a timeline important events, facts or people.
14. Protect heritages.
15. Locate vegetation zones and explain their relationship with climate, soils and hydrography.
16. Use a map in order to locate historical or geographic elements.
17. List by category and locate the different energy resources and explain their importance in the country's economy.
18. Identify subsistence crops and cash crops and explain their importance in socio-economic development.
19. State and locate the different mine resources and show their importance in the economy.
20. Identify geographic elements related to one or many territories.
21. Define, list and locate the different phenomena of contact between land and sea.
22. Locate on the map of Rwanda urban centres.
23. Determine the longitude and latitude of a given place.

Learning to be.

1. Enumerate, with examples drawn from school life, rules that are to be followed.
2. Explain the performance to be valued in order to enhance the development of a sense of responsibility and accountability.
3. Explain strategies to be used to avoid HIV/AIDS and sexually transmitted diseases.
4. Explain required qualities of a good leader and good leadership, giving examples.
5. Show characteristics of a well behaved and well educated child in the family, in school and society.
6. Give concrete examples drawn from daily life that testify to the value attached to human life.
7. Identify the indicators of patriotism.
8. Mention qualities that would characterise a good worker.
9. Show the importance of human capital in industrial development.
10. Explain, with examples, problems caused by alcoholism.
11. Describe behaviour that shows self control.
12. Promote cleanliness in family and school

Learning to live together.

1. Explain, with examples, the importance of gender equality and complementarity.
2. Identify actions to be undertaken in order to build peace, unity and promote reconciliation.
3. Explain actions to be undertaken in order to learn how to live harmoniously in society.
4. Identify behaviours that characterise friends and friendship, giving examples.
5. Explain, with examples, the problems that undermine morals in your home, school and society.

7.0 FUNCTIONAL AREAS OF APPLICATION

7.1 In order to enhance and ensure the relevance and usefulness of this Curriculum to Rwanda's critical needs and aspirations, the above stated Social Studies general objectives and attainment competences have been subjected to a form of validation referred to as the screen of functional areas of application.

7.2 Research evidence points to current and future areas of critical need for practical application of learning to include the following:

- a) Effective citizenship/ Patriotism
- b) Conflict prevention, resolution and reconciliation
- c) Health and related challenges
- d) Administration and good Governance
- e) Production and commerce
- f) Information, communication, technology (ICT) and transport
- g) Sustainable development
- h) Environment and population issues
- i) Cultural traditions, practices and heritage
- j) Sub-regional, regional and international co-operation

7.3 The objectives and attainment competencies of this Curriculum adequately cover the above ten aspects of the screen and should be able to empower the learner to productively apply her/his learning in the ten critical areas of need for both her/his self development, as well the development of Rwanda.

8.0 METHODOLOGY

8.1 The nature of a school subject, to a large extent, determines the kind of approach, methods and techniques used to teach it. This is particularly true to Social Studies.

8.2. Social Studies is the study of society and the environment. It aims at developing the learner's curiosity about and understanding of people, their social and physical environment.

8.3 It focuses on offering learners knowledge, skills, values and attitudes that will empower them to participate harmoniously and productively in developing themselves and their society. In this regard, the learner should learn to critically analyse, argue, work autonomously and co-operate with others.

8.4 Co-operative learning is an important focal area in this subject. This kind of pedagogy allows, among other things.

- a) Learning of equality
- b) Learning to live together with harmonious relationship between groups members
- c) Reconciliation of differences, appreciation and acceptance of pluralism and diversity
- d) Solidarity and collective development
- e) Development of social skills and a peaceful climate.

8.5 In light of the above outlined nature and aims of Social Studies, several particular methods are recommended in this Curriculum.

a) INQUIRY

- This method has been popularly used in Social Studies teaching with considerable success.
- The learner actively takes the leading role in discovering, deriving and developing knowledge, skills, values and attitudes.
- The teacher however, helps to set the stage to guide and supervise the activities of the learner.
- This method often requires a variety of sources, such as newspapers, books, diagrams and pictures.

b) PROJECT

- Essentially, this involves giving the learner an assignment to work on by himself/herself.
- Projects vary in size and length, but they should be appropriate to the level and ability of the learner.
- In any case the learner must be assisted and guided by the teacher in order for him/her to be able to effectively carry out the assignment.
- The sources that the learner might need may be at school, at home or in the community, e.g. Genocide memorial sites or centres, Museum, Library, Gacaca courts, etc.

c) GROUP WORK

- The teacher puts learners of different abilities in one group. Such groups of mixed abilities are referred to as heterogeneous groups
- Different activities are assigned to the groups established
- Activities might include discussions, field trips in the village, community, sector District, Province or Country to participate in Gacaca courts or visit Genocide memorial sites. They might also include map reading and interpretation.
- The curiosity and interest of the less able learners are often stimulated by the initiative and participation of the more gifted learners with whom they are sharing the group and assignment.
- In group work learners' individual differences are more addressed. Thus more gainful learning is accomplished than would be the case if the teacher was the main actor.

d) DISCUSSION

- This method is very relevant and helpful in Social Studies learning and teaching.
- However, if not well planned and managed, it can run into problems and become a waste of time for both the learners and teachers
- The suggestions below can help in planning and conducting effective class discussions:
 - Topic of discussion should be introduced clearly and in a friendly manner
 - All learners should be encouraged to actively participate in the discussion
 - Accept correct answers verbally
 - Give credit to correct answers

- Wrong answers should be recognised in a friendly manner, pointing out the correct answer
- Draw correct answers from the learner with other questions
- Record correct answers on the chalkboard. This will constitute the summary of what has been learnt

e) PRACTICE AND REVIEW

- This method is generic and complementary to all the other methods outlined above
- The central aim of this method is to create opportunity for the learner to review and practice what has been learnt in order to master the learning
- Practice and review helps clarifying whatever might have been missed and empowers the learner to master the knowledge and skills of the programme
- During the practice, the pupil may note down points missed the first time and consolidate the details which might have been missed earlier.

9.0 TEACHING AND LEARNING AIDS

9.1 Since Social Studies is the study of society and its physical environment, the immediate and most practical teaching aid for this subject is people themselves and their environment.

9.2 Teachers and learners therefore are called upon to use their environment, including people, as an important source of teaching and learning. Teaching Aids from the environment may include the following :

People e.g. as resource persons Animals Plants Crops Homes Churches Hospitals and dispensaries	Markets Rivers Lakes Hills Factories Administrative head quarters
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9.3 Teachers are encouraged to use the environment as a source of teaching aids for social studies education.

9.4 The other category of teaching aids for Social Studies consists of items like:

- Textbooks
- Reference books
- Pictures
- Models
- Globes
- Wall maps
- Ground maps
- Charts
- Weather stations

10.0 EVALUATION OR ASSESSMENT

10.1 In this Curriculum, the two terms EVALUATION and ASSESSMENT are used to denote the same process although in other situations they mean slightly different processes. In this Curriculum they are used interchangeably.

10.2 Evaluation is an integral part of learning. Some of it takes place during the learning process, while the other constitutes the final stage of learning procedures. The evaluation that takes place during the process is referred as Formative Evaluation while that at the end and entry point is Summative Evaluation.

10.3 It is commonly agreed that among all aspects of school education, evaluation has the greatest impact on learners. It must therefore be carefully conceived and correctly implemented.

10.4 Learning Social Studies should be evaluated in terms of the stated objectives, attainment competences, as well as general orientations and approaches recommended in this Curriculum.

10.5 The objectives and attainment competences of this Curriculum fall into four categories of learning areas namely:

- a) Learning to know: this deals mainly with knowledge.
- b) Learning to do: this largely deals with performance skills.
- c) Learning to be: it focuses on values.
- d) Learning to live together: this addresses attitudes others.

10.6 The above four areas represent the three domains of knowledge, namely COGNITIVE or learning to know; PSCHOMOTOR or learning to do; AFFECTIVE or learning to be and learning to live with others

10.7 Teachers and examiners should assess the learning achieved in all the areas through techniques like simple tests, observations, interviewing projects and examinations.

11.0. TIME ALLOCATION

11.1 The table below shows weekly, termly and yearly time allocation for Social Studies for all the 6classes of the Basic Education Cycle. Each period for lower Basic Education (1-3) will last for 30 minutes that of middle Basic Education (4-6) will be for 45 minutes.

11.2 Normally there will be 11 teaching weeks per term or 33 per year.

11.3 Since the lessons are organised under 8 units per class per term, this Curriculum consists of 144Units i.e. (8 x 3 x 6)

Social studies lessons and units per week and term.

Grade	Lessons per week	Lessons per term	Units per term
1	2	22	8
2	2	22	8
3	2	22	8
4	5	55	8
5	5	55	8
6	5	55	8

12.0 STRUCTURE OF THE CURRICULUM

12.1 Main Organising Theme

12.1.1 This Curriculum is organised around a central thread title: ***Unity, co-operation and development (UNICODE)***. This is the main THEME of the Curriculum. It is addressed in each of the six grades at progressively enlarging geographical levels as indicate below.

12.2 Grade Themes

12.2.1 The respective grade themes are as follows.

Grade	Organising Grade Themes
One	Unity, Co-operation and Development in our Home and Village.
Two	Unity, Co-operation and Development in our School and Community.
Three	Unity, Co-operation and Development in our Sector (Umurenge)
Four	Unity, Co-operation and Development in our District
Five	Unity, Co-operation and Development in our Province
Six	Unity, Co-operation and Development in Rwanda.

12.2.2 These themes are intended to underscore the main spirit, substance and general orientation of the Curriculum.

12.3 School Terms, Units and Lessons

1.2.3.1 Work for each grade is broadly planned on a term basis under the respective grade themes.

1.2.3.2 Each term work for each class is broken up and organised into eight (8) units.

1.2.3.3 The length and level of difficulty of units vary, but generally each of them should be comfortably covered within 1-2 weeks. Some may require only a week's work or less.

1.2.3.4 These will be the specific planning units through which the curriculum will be implemented.

1.2.3.5 As per guideline 1.2.3.4 above, a unit in the first cycle (1-3) of the Basic Education Cycle should not take more than 4 lessons

1.2.4 Basic Education Cycles

12.4.1 The curriculum is divided into Two cycles of the Basic Education Framework of Rwanda. These are:

- Lower Basic Education, Grade 1-3
- Middle Basic Education, Grade 4-6

SECTION B

UNITS, TOPICS, OBJECTIVES AND CONTENTS

1.0 GRADE ONE**THEME:** UNITY, CO-OPERATION AND DEVELOPMENT IN OUR HOME AND VILLAGE.**TERM:** 1

UNITS	TOPICS	OBJECTIVES	CONTENT
1	Our House	At the end of this unit, the learners should be able to: 1. Describe the house or houses in their home compound. 2. Mention the number of their houses. 3. Identify the materials used to build their houses.	 1. Description of house and home. 2. Number of their houses. 3. Materials like: wood, bricks, tiles, iron sheets, grass.
2	Our Home	At the end of this unit, the learner should be able: 1. Locate his/her home. 2. Mention the neighbours of the home. 3. Describe the main features found in the home.	 1. Location of his/her home. 2. Names of neighbours of the home. 3. Main features likes: houses, trees, gardens, property.
3	Family	At the end of this unit, the learner should be able to: 1. Define the term family. 2. mention the names and position of the members of his/her home. 3. Describe the role of each member of the family.	 1. Meaning of term family. 2. Names of the members of his/her home and their position. 3. The role of each member of the family

4	Our Village	<p>At the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. Give the meaning of the term village. 2. locate her/his village 3. Describe the main features in the village. 	<ol style="list-style-type: none"> 1. Meaning of the term village. 2. Location of her/his village. 3. Features in the village like: houses, people, roads, plants, animals, etc.
5	Keeping my body & cloths Clean.	<p>At the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. Explain why he/she should keep his/her body & clothes clean. 2. Explain how he/she keeps his/her various part of body clean. 3. explain how he/she keeps his/her clothes clean. 	<ol style="list-style-type: none"> 1. Body and clothes cleanliness. 2. Personal comfort, health reasons, etc. 3. How to keep clothes clean (washing, drying, Ironing e.t.c)
6	Keeping our home & village Clean.	<p>At the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. state the need to keep both the home and village clean. 2. Identify some of the things that must be cleaned in the home & village. 3. suggest ways this cleaning can be done. 	<ol style="list-style-type: none"> 1. Home and village clean: general comfort of the home and village, health considerations, environmental protection, etc.. 2. Things such as: toilets, dishes, streets, gardens. 3. How to clean the home and village. e.g. individual, family and group efforts.(Umuganda)
7	Games keep us together in our home and village.	<p>At the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. Identify some of the main recreational activities in her/his home and village. 	<ol style="list-style-type: none"> 1. Children's games at home and in the village.

		2. explain the value of these games in a family and village	2. The value of these games
8	Some harmful animals, insects and plants in my home & village and how to avoid them.	<p>At the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. list insects that cause diseases 2. name animals that are harmful to people and how to avoid them. 3. identify plants that are dangerous to people's life. 4. to indicate how some people can be harmful to others. 	<ol style="list-style-type: none"> 1. Some insects that cause diseases: <ul style="list-style-type: none"> ▪ Mosquitoes, flies, etc. 2. Dangerous animals: <ul style="list-style-type: none"> ▪ snakes, lions, etc. 3. Dangerous plants to people's life: <ul style="list-style-type: none"> ▪ hyacinth, etc. 4. How People are harmful to ethers. bandits, cannibals, theft, arrogance, alcoholism, raping etc.

TERM 2

UNITS	TOPICS	OBJECTIVES	CONTENT
1	Some polite behaviorism in our home/village.	At the end of this unit, the learner should be able to: 1. list some behaviour that is accepted in the home and village. 2. explain this kind behaviour, which is required in the home and village, giving examples.	1. The behaviour that is accepted: politeness, kindness, solidarity. 2. Importance of this kind of behaviour.
2	How I can help bring and keep peace in our home and village	At the end of this unit, the learner should be able to: 1. explain why his/her family needs to live in peace. 2. show how peace in the family can contribute to harmony in her/his village. 3. describe how he/she can personally bring and keep peace in the family.	1. Advantages of living in peace in one's family. 2. Contribution of the peace in the family. 3. How he/she can bring and keep peace in the family.
3	Our needs in the family.	At the end of this unit, the learner should be able to: 1.list the main types of needs for the family. 2. explain why the family must satisfy the needs of its members 3. indicate some of the problems related to these needs in the family.	1. Family needs: money, food, child education. 2. Problems in meeting family needs.
4	How we get the main things we use in the family	At the end of this unit, the learner should be able to: 1. explain the various sources through which	1. Sources of the main things used in the family.

		<p>the family gets the main things they use.</p> <p>2. describe how the environment helps the family to meet the daily needs.</p>	2. Environment and daily needs.
5	The advantages of helping one another.	<p>At the end of this unit, the learner should be able to:</p> <p>1. describe an occasion when she/he has helped another and an occasion where she/he has been helped by another person.</p> <p>2. explain the advantages and disadvantages of helping one another.</p>	<p>1. Helping one another. Description of two occasions of mutual assistance.</p> <p>2. Advantages and disadvantages of helping one another.</p>
6	Large and small families	<p>At the end of this unit, the learner should be able to:</p> <p>1. describe a small family and a large family from his/her village.</p> <p>2. explain the advantages of a small family.</p> <p>3. explain the advantages and disadvantages of a big family.</p>	<p>1. Large and small family.</p> <p>2. Advantages of a small family.</p> <p>3. Advantages and disadvantages of a big family.</p>
7	Basic rights and obligations of the child at home and in the village.	<p>At the end of this unit, the learner should be able to:</p> <p>1. Identify the obligations of a child at home in the village.</p> <p>2. list the things he/she is not allowed to do.</p> <p>3. Identify his/her basic human rights.</p>	<p>1. Obligations of a child at home/ in the village.</p> <p>2. Things that child is not allowed to do.</p> <p>3. Basic human rights.</p>
8	My way to school	<p>At the end of this unit, the learner should be able to:</p> <p>1. describe the main components of the environment on his/her way to school.</p> <p>2. draw the route from home to school indicating some of the main component the environment.</p>	<p>1. The main components of the environment on the way to school. e.g. houses, trees, market, etc.</p> <p>2. The route from home to school.</p>

TERM: 3

UNITS	TOPICS	OBJECTIVES	CONTENT
1	Rules and regulations	<p>By the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. list rules and regulation of the school. 2. explain the importance of these rules and regulations.. 3. show commitment to observing these rules and regulations. 	<ol style="list-style-type: none"> 1. Rules and regulations of the school 2. Importance of these rules and regulations. 3. Commitment to observing these and regulations.
2	Leaders in our villages	<p>By the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. Identify the main leaders in his/her village and their respective positions. 2. explain their respective roles. 3. explain how they became leaders. 	<ol style="list-style-type: none"> 1. Main leaders and their positions 2. Respective roles of those leaders. 3. Process through which they became leaders.
3.	Leaders in our class	<p>By the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. Identify the main leaders in his/her class and their respective positions. 2. explain their respective roles. 3. explain how they became leaders. 	<ol style="list-style-type: none"> 1. Main leaders in the class and their positions. 2. Respective roles of class leaders. 3. Process through which they became leader.

4.	Stealing	<p>By the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. explain the meaning of stealing. 2. explain why stealing is a bad behaviour. 3. suggest ways that can help stop stealing in their home and village. 	<ol style="list-style-type: none"> 1. The meaning of stealing. 2. Stealing as a bad behaviour. Why so? 3. Ways that can help stop stealing.
5.	Disposing of domestic waste.	<p>By the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. explain the meaning of domestic waste. 1. Identify different types of domestic waste. 3. describe the methods to dispose of this waste. 	<ol style="list-style-type: none"> 2. Meaning of domestic waste 1. Types of domestic waste. . 3. Methods to dispose of this waste.
6.	Managing animal waste.	<p>By the end of this unit the learner should be able to:</p> <ol style="list-style-type: none"> 1. list different types of animal waste. 2. give the meaning of animal waste. 3. describe the methods to dispose this waste. 	<ol style="list-style-type: none"> 1. Types of animal waste. 2. Meaning of animal waste. 3. Methods to dispose this waste.
7.	Animals and plants.	<p>By the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. Identify the type of animals that they keep in their home. 2. explain the importance of these animals in the home. 3. list the various plants that they have at their 	<ol style="list-style-type: none"> 1. Type of domestic animals. 2. Importances of domestic animals. 3. Various plants. e.g. food crops, industrial crops,

		home. 4. explain the value of these plants to peoples.	for medicines, etc. 4. Importance of those various plants to people.
8	Harmony in the family and in the class	At the end of this unit, the learner should be able to: 1. explain the meaning of harmony. 2. explain its place and importance to his/her family.	1. Meaning of harmony. 2. Place and importance of harmony to a family.

2.0 GRADE TWO

THEME: UNITY, CO-PERATION AND DEVELOPMENT IN OUR HOME AND VILLAGE.

TERM: 1

UNITS	TOPICS	OBJECTIVE	CONTENT
1.	Our school and its location	At the end of this unit, the learner should be able to: 1. locate his/her school. 2. describe how the school looks like. 3. describe the uniform and any other symbol of the school 4. explain the importance of uniform and school symbols	1. Location of the school. 2. How the school looks like 3. - Uniform and any other symbols: colour, model, logo,.. - Their importance e.g. identification of the school, facilitating discipline, etc.
2.	Main components of the school environment	At the end of this unit, the learner should be able to: 1. Identify the main components of the school environment. 2. explain why the various components named are useful to life in the school. 3. suggest activities that can be done to maintain these components in good condition.	1. Main components: building, gardens, water tank, property, people, etc. 2. Importance of the components: good conditions for study; welfare for learner and teachers; to beautify the school, etc. 3. Maintenance of components: cleaning. Protecting them, etc.
3.	Main components of the environment in the community	At the end of this unit, the learner should be able to: 1. identify the main components of the environment of their community.	1. Main environment components of community: - people. residential houses. public buildings. roads. Vegetation,

		<p>2. explain why the main components named are useful to life in the community.</p> <p>3. Identify activities which can be done to maintain these components in good condition.</p>	<p>etc.</p> <p>2. Importance: people need infrastructure to live a productive and meaningful life they need one another for mutual support, they need building for shelter, they need roads for transport and they need vegetation for food, etc.</p> <p>3. Maintenance of community environment components e.g. – build awareness among the community about the need to protect and maintain the environmental features concerned. - encourage every one to participate in careful utilization of the various environmental components, etc.</p>
4.	People in the community around the school.	<p>At the end of this unit, the learner should be able to:</p> <p>1. identify the number of homes in the community around the school.</p> <p>2. describe the kind of houses these people live in.</p> <p>3. describe the main activities of the people in the community around the school.</p> <p>4. explain the relationship between the school and the neighbouring community.</p>	<p>1. The number of the homes</p> <p>2. Description of residential houses with bricks, houses with poles, houses with iron sheets, etc.</p> <p>3. Main activities: teachers, agriculturalists, cattle keepers, traders, etc.</p> <p>4. Relationship between the school and the community: e.g. benefits school enjoys from community; benefits community gets from school; Interdependence; possible constraints in the relationship, etc.</p>

5.	Social service facilities in the community.	<p>At the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. identify various institutions in the community around the school. 2. describe various functions of these institutions. 3. indicate how the school benefits from these facilities. 	<ol style="list-style-type: none"> 1. Different institutions: e.g. Local NGOS health centers, government institutions. 2. Functions: e.g. provision of school lunch; immunization; support for vulnerable groups, etc 3. Benefits to school: May include social financial, medical Health, material spiritual, etc.
6.	Learner's rights in school.	<p>At the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. give the meaning of the term "rights". 2. explain why learners should have rights in school. 3. State some of the possible consequences if these rights are not respected. 	<ol style="list-style-type: none"> 1. Meaning of "rights". 2. Why learners should have rights: e.g. they are naturally entitled to rights, the need to be treated fairly and with respect; rights form the basis of self-respect and the realization of one's responsibilities. 3. consequences of violation of learners rights: - dissatisfaction on the part of the learners; agitation; disharmony; indiscipline; disruption on of peace.
7.	Learners' responsibilities in the school.	<p>At the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. give he meaning of "responsibilities". 2. state some responsibilities of learners in school. 	<ol style="list-style-type: none"> 1. Meaning of "responsibilities". 2. Some learners' responsibilities: e.g. – Learning properly; taking care of school

		<p>3. explain why learners have to fulfill those responsibilities.</p> <p>4. state some of the possible consequences if learners do not carry out their responsibilities as required.</p>	<p>property; respect for teachers and fellow; Learners; keeping school regulations, etc.</p> <p>3. Learners have to fulfill those responsibilities for a number of reasons: e.g.- proper self development - discipline in the school - proper development of the country, etc.</p> <p>4. Consequences of failure to fulfill responsibilities: e.g. repetition, drop out, burden to the family, street children, misuse and destruction of school property.</p>
8.	Child protection	<p>By the end of this unit, the learner should be able to:</p> <p>1. explain the meaning of the term “child abuse”.</p> <p>2. state ways in which children are abused.</p> <p>3. explain how children can be protected from child abuse.</p>	<p>1. Meaning of “child abuse”.</p> <p>2. Types of child abuse: e.g. sexual harassment, forced labour, caning, teasing, etc</p> <p>3. Ways of preventing children abuse: e.g. enforcing school regulations; parents’ follow up; enforcing government laws; parents’ associations meetings, guidance and counseling services, etc.</p>

TERM: 2

UNITS	TOPICS	OBJECTIVES	CONTENT
1.	Leadership the school and community.	<p>By the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. Identify main leaders the school and the community and their respective positions. 2. explain their respective roles. 3. explain how they become leaders. 	<ol style="list-style-type: none"> 1. Main leaders: <ul style="list-style-type: none"> - school: - Head teacher, prefects, PTA, etc. - Community: - Chief - umudugudu - Cell's Council. - etc. 2. Role of the leaders in school and community. 3. How they became leaders: <ul style="list-style-type: none"> - Appointment, election. Who appoints/ Elects. - The qualities of a good leader. - The process of election.
2.	Things everyone can do to maintain peace in the community.	<p>At the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. describe the role of individual in maintaining peace in the community. 2. explain why peace is necessary in the community. 3. determine what his/her family can do to maintain peace in your community. 	<ol style="list-style-type: none"> 1. The role of the individual in maintaining peace in the community e.g. Good neighborliness, respecting other, fulfilling personal responsibilities, etc. 2. The importance of peace in the community e.g. – basic of harmony <ul style="list-style-type: none"> - promote social and economic development. - security is guaranteed - etc. 3. The role of the family in maintaining

			<p>peace in community.</p> <ul style="list-style-type: none"> - avoid quarrelling with neighbours - participating in community organisation properly raising up their children.
3.	Types of products in the community.	<p>By the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. name the main products produced in his/her community. 2. explain the role that his/her family plays in producing the products of the community? 3. explain the use of these products in the community. 	<ol style="list-style-type: none"> 1. Main products: e.g. agricultural products; handicrafts; animal husbandry products; industrial products, etc. 2. Production of his/her family in the community <ul style="list-style-type: none"> - types of activities carried out by families in the community. 3. Uses : - domestic consumption, local market, exportation etc.
4.	Conflict in school and community.	<p>By the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. explain the meaning of the term conflict. 2. give examples of common conflicts in class, school, family and community. 3. determine causes of the conflicts mentioned. 	<ol style="list-style-type: none"> 1. Meaning of “conflict”. 2. Examples of common conflict in class, school, family and community <ul style="list-style-type: none"> - quarrels between learners; quarrels between members of family; quarrels between neighbours; conflicts over land issues in the community, etc. 3. Causes of conflicts: e.g. selfishness, prejudices, misunderstanding, difference of ideas, hatred, racism, greed, etc.
5.	Peaceful resolution of conflict.	<p>By the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. list types of conflict he/she has experienced in the class, school, family and community. 	<ol style="list-style-type: none"> 1. Types of conflicts met in class, at school, the family and community.

		<p>2. make a distinction between peaceful and violent conflict resolution.</p> <p>3. explain various ways in which these conflicts have been resolved</p>	<p>2. The distinction between peaceful and violent conflict resolution.</p> <ul style="list-style-type: none"> - violent: involving force, order arms etc - peaceful: involving dialogue compromise, etc. <p>3. Various ways in which these conflicts have been resolved: peacefully through arbitration, peacefully through mutual agreement, forcefully by order, etc.</p>
6.	Advantages of peaceful resolution of conflict	<p>At the end of this unit, the learner should be able to:</p> <p>1. describe some situations of peaceful resolution of conflict he/she has experience in class, school, home and community.</p> <p>2. Identify people who helped to bring about this peaceful resolution.</p> <p>3. determine the advantages of peaceful resolution of conflict in their class, school, home and community.</p>	<p>1. Some situations of peaceful conflict resolution experienced in class, school, home and community. Give examples of such possible situation</p> <p>2. The names of people who helped to bring about this peaceful resolution. e.g. teacher, parents, local leaders, church leaders, pupils,..</p> <p>3. Advantages of peaceful resolution of conflict: e.g. reconciliation, justice, solidarity safeguard, development process, etc.</p>
7.	Things everyone can do to maintain peace in the school.	<p>By the end of this unit, the learner should be able to:</p> <p>1. explain the meaning of the term “peace”, with examples.</p> <p>2. explain why peace is necessary in class and school.</p>	<p>1. Meaning of “peace” - examples of peaceful situations.</p> <p>2. Importance of peace: e.g. Discipline in the class and school;</p>

		<p>3. describe the role one can play as an individual to maintain peace in class and school.</p> <p>4. describe what the class as a group, can do to maintain peace in their class and school.</p>	<p>better studying conditions; better class/school results; peoples are move friendly and happier when there is peace, etc.</p> <p>3. Description of individual's role in maintaining peace in class and school</p> <ul style="list-style-type: none"> - pupils: avoid conflicts between them - teachers: insure discipline <p>4. role of class to maintain peace: e.g.- respect for school regulation</p> <ul style="list-style-type: none"> - pay much attention to class and school work. - friendly behaviour towards fellow learners and teachers, etc.
8.	Using games and plays to promote peace.	<p>By the end of this unit, the learner should be able to:</p> <p>1. identify characteristics of a game or/and play, which promote and strengthen peace.</p> <p>2. participate in these games and plays.</p> <p>3. tell a simple story or play of her own which advocates peace in her home or village or school.</p>	<p>1. A game and play with desired characteristics.</p> <p>2. To be acted by learners.</p> <p>3. Learner's created stories and plays.</p>

TERM: 3

UNITS	TOPICS	OBJECTIVES	CONTENT
1.	Community assets and their preservation	<p>By the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. explain the meaning of the term “community assets”. 2. state the difference between a community asset and private asset, giving examples of each. 3. mention the main community assets in his/her community. 4. explain the uses of these assets, and the need to preserve them. 	<ol style="list-style-type: none"> 1. Meaning of “community assets” 2. Difference between community asset and private asset. e.g. <u>Community</u>: class furniture. school equipments pupils’ materials. <u>Private</u>: Leanne’s shoes, clothes, family House etc 3. Main community assets: e.g. Health centers, water taps, school equipments. 4. Good use of community assets: e.g. Keep them clean; regular maintenance; avoid destroying them
2.	Polite behaviour and practices in class and school.	<p>By the end of the unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. list polite behaviour in class and in school. 2. state the value of this behaviour. 	<ol style="list-style-type: none"> 1. Examples of good behaviour: <ul style="list-style-type: none"> - greeting one another; sharing textbooks; good relationship with others. 2. Importance of good behaviour: <ul style="list-style-type: none"> - encourages peaceful relationship with neighbour. - self respect and mutual respect

		3. describe some of the problems that might happen if this behaviour is not followed and practiced.	<ul style="list-style-type: none"> - attracts co-operation and support from others. <p>3. Problems due to absence of good behaviour: e.g. – conflict with neighbours; - lack of co-ordination; - lack of harmony; - etc.</p>
3.	Need to share with others.	<p>By the end of the unit the learner should be able to:</p> <ol style="list-style-type: none"> 1. Identify items shared in their: <ul style="list-style-type: none"> a) family b) community c) class d) school. 2. explain why it is necessary to share with others. 3. state some possible consequences which might take place when people do not share with other. 	<ol style="list-style-type: none"> 1. Things shared in: <ul style="list-style-type: none"> - the family: house, etc. - community: health center, cinema hall public taps, school, etc - class : chairs, desk, etc - school : compound, flowers, grass, toilets, etc. 2. Importance of sharing: e.g. solidarity, mutual help, etc. 3. Disadvantages of not sharing with others <ul style="list-style-type: none"> - conflicts, mismanagement, depriving of others - poverty, etc. - suffering on the part of some, etc.
4.	Learner's needs in our school.	<p>By the end of the unit the learner should be able to:</p> <ol style="list-style-type: none"> 1. list the main requirements which the learners need in her/his school. 2. explain how they get these requirements. 	<ol style="list-style-type: none"> 1. learners' needs: <ul style="list-style-type: none"> - books, exercise books, chairs, tables - desks, peaceful environment, - school fees, etc 2. How they get them: <ul style="list-style-type: none"> - from the family, the community and social services, school, etc

		3. state the difficulties they experience in getting these requirements.	3. Difficulties: e.g. some families are poor, they do not have money to pay school fees. - lack of community's contribution - lack of adequate co-operation and support from school authorities.
5.	Breeding places for mosquitoes, flies and rats in the home and community.	At the end of this unit the learner should be able to: 1. explain the meaning of the term "breeding place". 2. Identify breeding places which she/he knows. 3. identify breeding places in his/her home for: (I) mosquitoes (II) flies (III) rats. 4. state the dangers of having mosquitoes flies and rats in her/his home. 5. suggest ways which will help the home and community to destroy the breeding places.	1. Meaning of "breed place" 2. Types of breeding places: e.g. bushes and swamps, wastes, dirty toilets, holes in the ground and grass-thatched houses, etc. 3. Breeding places in the home: - mosquitoes: poor water drainage bushes - flies: toilets, wastes, uncovered, wounds,.. - rats: bushes, wastes, holes,.. 4. Some dangers of having mosquitoes, flies and rats in the home - diseases, such as malaria - diarrhea, worms - rats destroy books and materials. 5. Managing breeding places at home in the community: e.g. public hygiene services cleaning the house and the compound use of insecticides.
6.	Breeding places for mosquitoes, flies and rats in	At the end of the unit, the learner should be able to:	

	the school.	<p>1. identify breeding places in their school for:</p> <p>(I) mosquitoes (II) flies (III) rats</p> <p>2. state the dangers of having mosquitoes flies and rats in her/his school.</p> <p>3. describe a case or situation where a learner or teacher has been affected by any of the dangers stated.</p> <p>4. suggest ways which will help the school to destroy the breeding places.</p>	<p>1. Breeding places at school identified and described.</p> <p>2. Possible dangers described and illustrated.</p> <p>3. Cases of illness and hospitalization might be described and contextualised.</p> <p>4. Ways for the school to destroy breeding places:</p> <ul style="list-style-type: none"> - cleaning the school and the environment. - maintaining water drainage - clean toilets - body hygiene for learners
7.	Dangers in wandering and begging.	<p>By the end of this unit, the learner should be able to:</p> <p>1. explain the meaning of the practices of “wandering” and “begging”, giving examples.</p> <p>2. describe the dangers related to the two types of behaviour.</p> <p>3. suggest ways for avoiding these dangers.</p>	<p>1. Meaning and examples of “wandering” and “begging” e.g. street children.</p> <p>2. Dangers related to wandering and begging</p> <ul style="list-style-type: none"> - drug abuse, rape, death, dropping from school, shame to the family and the community. <p>3. Ways for avoiding these dangers</p> <ul style="list-style-type: none"> - staying in the family - respect for parents/guardians - going to school, - being responsible and disciplined - etc

8.	Getting to and from school safely.	<p>By the end of this unit the learner should be able to:</p> <ol style="list-style-type: none"> 1. explain various ways of getting to school and back home safely. 2. identify possible dangers likely to be met on the way. 3. state ways in which the dangers identified can be avoided. 	<ol style="list-style-type: none"> 1. Safe ways to school and back: <ul style="list-style-type: none"> - avoiding walking with strangers - go directly to home from school - walk properly on the streets - behave well on the way home, etc. 2. Possible dangers on the way: <ul style="list-style-type: none"> - to be crashed by cars - to be beaten by fellow learners or strangers - to be raped, to be kidnapped, etc. 3. How to avoid the dangers: <ul style="list-style-type: none"> - avoid delaying in streets - avoid walking carelessly on the streets - avoid talking to strangers on the streets <p>avoid quarreling on the way to from school.</p>
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3.0 GRADE THREE

THEME: UNITY, CO-OPERATION AND DEVELOPMENT IN OUR HOME AND VILLAGE

TERM: 1

UNITS	TOPICS	OBJECTIVES	CONTENT
1.	Our sector and the its location in Rwanda	At the end of this unit, the learner should be able to: 1. name her/his sector. 2. locate the sector on the map of the province. 3. name the neighbouring sector. 4. draw a simple sketch map of the sector and its neighbours.	1. Name of his/her sector. 2. Location in the province: Sector. 3. Neighbouring sector 4. Sketches of her/his sector and Neighbouring sector.
2.	Main environmental components in our sector	At the end of this unit, the learner should be able to: 1. name the main components of the environment of her/his sector. 2. explain why various components named are useful to life in the sector. 3. suggest things that can be done to maintain these components in good conditions.	1. Natural environment; human made. 2. Uses Lakes, rivers, water forests, wood, hunting, etc. 3. Reforestations; prevention of air and water pollution; avoiding burning of trees and cutting trees; fighting against erosion.
3.	People in our Sector	At the end of this unit, the learner should be able to: 1. identify the number of people in the sector and describe how they are distributed. 2. mention the main economic activities in the sector. 3. indicate how your family and school participate in	1. Number of people in our sector 2. Distribution of people in our sector 3. Agriculture, animal keeping, handcraft,

		these activities.	micro-enterprises. 3. Family and school's participation in Agriculture, handcraft, micro-enterprises, etc.
4.	Leadership in the sector	By the end of this unit, the learner should be able to: 1. name the main leaders of the sector and their respective positions. 2. explain their respective roles. 3. explain how they became leaders.	1. Leaders in our sector. Their respective positions. 2. Nyumbakumi. Coordinators at cell and District levels. 3. Elections. Explain how these are organized and conducted
5.	Responsibility of individuals and family to the sector	By the end of this unit, the learner should be able to: 1. state her/his own responsibility and that of her/his family to support the welfare of the sector. 2. explain why individuals and families are required to fulfil those responsibilities. 3. state some of the possible consequences if these responsibilities are not carried out.	1. Learner' participation in support of the welfare of the: sector. 2. Importance of individuals and families participation by fulfilling their responsibilities. 3. Problems arising when individuals and families do not fulfill their responsibilities: e.g. food and life insecurity.
6.	Living things in our sector	By the end of this unit, the learner should be able to: 1. name living things in her/his sector. 2. suggest strategies for protecting the living things. 3. list some dangerous living things 4. suggest ways of avoiding them.	1. Vegetation, animals, peoples. 2. Strategies of protecting things : e.g planting trees, water drainage. 3. Dangerous living things: e.g wild animals, poisonous plants, microbes, etc. 4. How to avoid dangerous animals and poisonous plants
7.	Important Places in the sector	By the end of this unit the learner should be able to:	

		<ol style="list-style-type: none"> 1. name some important places in the sector. 2. state how these places are important to the people and sector 3. suggest ways that can help to protect and preserve these places. 	<ol style="list-style-type: none"> 1. Important places in the sector, e.g. schools, churches, markets, health centers, etc. 2. Importance of these places to people. 3. Ways of protecting these places: e.g. good maintenance of building and furniture.
8.	Community assets and their preservation in the sector	<p>By the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. mention the main sector assets. 2. explain the use of these assets and the need to preserve them. 	<ol style="list-style-type: none"> 1. Assets in the sector: e.g. buildings, roads, public gardens, public funds, etc. 2. Explanations regarding the use of these assets and their preservation.

TERM: 2

UNITS	TOPICS	OBJECTIVE	CONTENT
1.	Our needs in the sector	By the end of this unit, the learner should be able to: 1. identify the main needs of the people in his/her sector. 2. suggest some of the things that the sector can do to meet these needs.	1. People's needs in the sector. Food. Shelter. Water. Medical care. Education. 2. Things to be done by the sector in order to meet these needs: e.g. development of agriculture, industry and schools.
2.	Using the physical environment to satisfy our needs in the sector	By the end of this unit, the learner should be able to: 1. list possible resources which can be derived from the physical environment. 2. explain how these resources can be used to meet people's needs in the sector 3. suggest ways in which the learner, her/his family and her/his school can help to ensure that this physical environment is used properly.	1. Wood, water, food, electricity, minerals, etc. 2. Explanation regarding how these resources can be used to meet people's needs in the sector. 3. Learners' and families' contribution to ensure proper use of physical environment.
3.	Pollution by human beings	By the end of this unit, the learner should be able to: 1. explain the term "pollution" 2. give examples of different types of pollution which happen in her/his: (I) Home (II) School (III) Community (iv) Sector 3. explain how this pollution affects the nature and availability of resources, and peoples' lives.	1. What is pollution? 2. Pollution at home: e.g. wastes, dirty water. Pollution at school: e.g. wastes, dirty water, bad smell from toilet. Air pollution. Community: e.g. wastes and air pollution. Sector: e.g. wastes and air pollution. 3. Effects of pollution on the nature and availability of resources and impact on people's lives. Lack of drinkable water. Diseases.

4.	Social services facilities in our Sector.	<p>At the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. identify the various institutions that provide social services in the Sector. 2. describe various functions of these institutions. 3. indicate how his/her school benefits from these facilities. 	<ol style="list-style-type: none"> 1. Government institutions. NGOs. Churches, etc. 2. Provide teachers to schools. Provide social services. School lunch. Textbooks. Medical care in health centres. Provide security. 3. Pupils are vaccinated at school. Teachers are paid by the Government, etc.
5.	Traveling safely in our sector	<p>By the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. describe various ways of traveling safely in his/her sector. 2. recognise traffic signs on the road. 3. correctly interpret traffic rules for pedestrians and vehicles. 4. explain the danger of playing on the road. 	<ol style="list-style-type: none"> 1. Transport in the sector: e.g. walking, use of bicycles, motor cycles and cars, etc. 2. Traffic lights, signs and posts. 3. Traffic rules for pedestrians. 4. Accidents.
6.	Things every one can do to maintain peace in the our sector	<p>At the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. describe the role of the individual in maintaining peace in the sector. 2. explain why peace is necessary in the sector 3. explain the role of individuals and groups in maintaining peace in the sector. 	<ol style="list-style-type: none"> 1. Abide by the laws (paying taxes). Tolerance towards others. 2. Protection and preservation of life. Security. 3. The role of individuals and groups in maintaining peace in the sector, Attending meetings, Paying taxes, Promoting justice by telling the truth.
7.	Factors of disharmony in the sector	<p>By the end of this unit, the learner should be able to:</p>	

		<ol style="list-style-type: none"> 1. mention various factors that can cause disharmony in the sector. 2. identify possible consequences of disharmony . 3. suggest what should be done to maintain harmony. 	<ol style="list-style-type: none"> 1. Injustice, robbery, alcoholism, drug abuse, etc. 2. Underdevelopment (poverty), wars, etc. 3. Ensure justice, respect of laws and mutual respect.
8.	Children's rights	<p>By the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. identify and mention children's rights in her/his sector 2. explain how these rights are important to children's lives. 3. indicate and mention causes of child abuse in her/his sector. 4. describe ways that can help to stop child abuse in her/his sector 	<ol style="list-style-type: none"> 1. Right to education. Right to expression. Right to food. Right to a family and a name. 2. These rights are important to child's mental and physical development. 3. Alcoholism. Drug abuse. 4. Laws that protect children; punishment for those who abuse children; education and sensitization programmes.

TERM: 3

UNITS	TOPICS	OBJECTIVES	CONTENT
1.	Keeping our bodies and clothes clean.	By the end of the unit, the learner should be able to: 1. explain why it is necessary to keep his/her body and clothes clean. 2. describe how he/she keeps his/her body and clothes clean. 3. explain some of the difficulties he/she finds in keeping them clean. 4. suggest what can be done to overcome these difficulties.	1. Good health. Appearance. 2. Taking showers regularly. Washing cloths. 3. Lack of water. Lack of soap. Ignorance concerning hygiene. 4. Work to earn money. Proper use of available resources. Education and sensitization.
2.	Keeping our homes and villages clean.	By the end of this unit, the learner should be able to: 1. explain why it is necessary to keep his/her home and village clean. 2. describe the things he/she, the family and members of the village can do to keep their home and village clean. 3. explain some of the difficulties they find in keeping their home and village clean. 4. suggest what can be done to avoid difficulties stated above.	1. The well being of people at home and in the village. 2. Sweeping the house and around it. Cutting grass and clear bush around the homes. 3. Poor water drainage. Lack of water. Lack of toilet facilities. 4. The state to provide clean water, Education and sensitization.
3.	Keeping our school and community clean.	By the end of this unit, the learner should be able to: 1. explain why it is necessary to keep their school and community clean	1. The well being of people at school and in the village.

		<p>2. describe the things she/he, the school and the community can do to keep the school clean.</p> <p>3. explain some of the difficulties they find in keeping their school and community clean.</p> <p>4. suggest what can be done to keep their home and village clean, inspite of the difficulties.</p>	<p>2. Sweeping the house and around it. Cutting grass and clearing the bush around the school and homes.</p> <p>3. Poor water drainage, lack of water, lack of toilet facilities, etc.</p> <p>4. The government to provide clean water, education and sensitization programmes, etc..</p>
4.	Unity	<p>At the end of this unit, the learner should be able to:</p> <p>1. explain the meaning of the term “unity”.</p> <p>2. give examples of situations that depict unity in his/her home and village, school and community, sector.</p> <p>3. give reasons why they need unity.</p> <p>4. suggest things that can be done to strengthen this unity.</p>	<p>1. What is unity?</p> <p>2. Harmony, peace at home, school, community and sector.</p> <p>3. Mutual help, peace and development.</p> <p>4. Working together, education and fair distribution of resources, etc.</p>
5.	Co-operation	<p>At the end of this unit, the learner should be able to:</p> <p>1. explain the meaning of the term “co-operation”.</p> <p>2. give examples of situations that denote “co-operation” in her/his home and village, school and community, sector</p> <p>3. give reasons why they need co-operation.</p> <p>4. suggest things which they can do to strengthen this co-operation.</p>	<p>1. What is co-operation?</p> <p>2. Harmony, peace at home, school, and community, sector.</p> <p>3. Mutual help, peace and development.</p> <p>4. Working together, education and fair distribution of resources, etc.</p>
6.	Development	<p>At the end of this unit, the learner should be able to:</p> <p>1. explain the meaning of the term “development”.</p>	

		<p>2. give examples of situations that shows development in her/his home and village, school and community, sector.</p> <p>3.give reasons why they need development</p> <p>4. suggest things that must be done to enhance this development.</p>	<p>1. What is development?</p> <p>2. Educated people. Presence of proper infrastructures. Water facilities. Electricity facilities.</p> <p>3. The wellbeing of people, etc.</p> <p>4. Human resource development. Ensure security. Justice. Fair distribution of resources.</p>
7.	Dangers against unity, co-operation and development	<p>By the end of this unit, the learner should be able to:</p> <p>1. identify the main factors that tend to undermine the development and maintenance of unity, co-operation and development in their home and village, school and community, sector.</p>	<p>1. Human values were undermined because of colonization. Cultural values destroyed. Frequent killings up to genocide. Lack of proper governance. Lack of justice, etc.</p>
8.	Promoting unity, co-operation and development in our sector	<p>By the end of this unit, the learner should be able to:</p> <p>1. suggest measures that can be taken to address the difficulties identified unity, co-operation and development.</p> <p>2. explain some of the things she will personally do to promote unity, co-operation and development.</p>	<p>1. Good governance. Unity and reconciliation. Justice applied. Development projects.</p> <p>2. Work hard at school. Help with work at school. Mind about other's welfare. Promote peaceful co-existence, etc.</p>

4.0 GRADE FOUR

THEME: UNITY, CO-OPERATION AND DEVELOPMENT IN OUR DISTRICT

TERM: 1

UNITS	TOPICS	OBJECTIVES	CONTENT
1.	Our District and its location in Rwanda	By the end of, this units, the learners should be able to: 1. name his/her District. 2. locate the District on the map of Rwanda. 3. name the neighbouring Districts. 4. draw a simple sketch map to show the District and its neighbouring Districts.	1. Learner's District. 2. Its location. 3. Neighbouring District. 4. Simple map to show the District.
2.	Main environmental components of our District	By the end of, this units, the learners should be able to: 1. name the main components of the environment of his/her District. 2. explain how the various components named are useful to life in the District. 3. suggest things that can be done to maintain these components in good conditions	1. Main environmental components of a District. 2. Importance of fauna and flora to life in the District. 3. How to maintain them in good condition: - cleaning - plant trees flowers..
3.	Weather in our District	By the end of, this units, the learners should be able to: 1. name the main elements of weather. 2. distinguish between wet and dry weather. 3. use some simple instruments that measure and record	1. Main elements of weather. 2. Difference between wet and dry weather.

		<p>elements of weather.</p> <p>4. explain how weather affects vegetation and animals in his/her District.</p> <p>5. explain how it affects human beings their activities and the environment.</p>	<p>3. Simple instruments that measure and record elements of weather: e.g. thermometer, pluviometer.</p> <p>4. How weather affects vegetation and animals in his/her District.</p> <p>5. How it affects human beings.</p>
4.	People in our District	<p>By the end of learners should be able to:</p> <p>1. state the total population of the District and describe the way it is distributed.</p> <p>2. explain the factors that affect the distribution of the population.</p> <p>3. explain some difficulties experienced when there are many people in a family, school and any part of their District.</p>	<p>1. Distribution of the population in a District.</p> <p>2. Factors that affect the distribution of the population.</p> <p>3. Problems of many people in a family, school, District.</p>
5.	Leadership in the District	<p>By the end of, this units, the learners should be able to:</p> <p>1. name the main leaders of the District and their respective positions.</p> <p>2. explain their respective roles.</p> <p>3. explain how they became leaders.</p> <p>4. state whether his/her family participated in the establishment of this leadership.</p>	<p>1. Main leaders of a district and their respective positions.</p> <p>2. Their respective roles.</p> <p>3. Conditions to become leader.</p> <p>4. Family participation in the establishment of the leadership.</p>
6.	Responsibility of the individuals and family to the District	<p>By the end of, this units, the learners should be able to:</p> <p>1. describe her/his own responsibility and that of her/his family to support the welfare of the District.</p> <p>2. explain why individuals and families are required to</p>	<p>1. Family responsibility to support the welfare of the district.</p>

		<p>fulfill those responsibilities.</p> <p>3. state some of the possible consequences if these responsibilities are not taken up.</p>	<p>2. Importance of individuals and families fulfillment of those responsibilities.</p> <p>3. Consequences if these responsibilities are not taken up.</p>
7.	Public places in the District	<p>At he end of, this units, the learners should be able to:</p> <p>1. name some public places in the District.</p> <p>2. state why these places are important to the people in District.</p> <p>3. identify problems or dangers that these places might be facing.</p> <p>4. suggest ways that can help to protect and preserve the places</p>	<p>1. Public places in the District.</p> <p>2. The importance of these places to the people and District.</p> <p>3. Problems or dangers which might be facing.</p> <p>4. Ways to protect and preserve the places.</p>
8.	Community assets and their preservation in our District.	<p>By the end of, this units, the learners should be able to:</p> <p>1.mention the main District assets.</p> <p>2. explain the use of these assets.</p> <p>3. describe some of the threats faced by these assets.</p> <p>4. suggest measures to be taken to protect them.</p>	<p>1. Main District assets.</p> <p>2. The use of these assets.</p> <p>3. Some of the threats faced by these assets.</p> <p>4. Measures to be taken to protect them.</p>

TERM: 2

UNITS	TOPICS	OBJECTIVES	CONTENT
1.	Our needs in the Districts	<p>At the end of the this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. identify the main needs of the people in his/her District. 2. suggest the role which each of these listed below can play to ensure that adequate steps are taken to meet the needs of the District: <ol style="list-style-type: none"> (I) himself/herself as an individual (II) his/her family (III) his/her village or community (IV) his/her school (V) District leadership. 	<ol style="list-style-type: none"> 1. Main needs of the people in the District. 2. The role an individual, a family, village, community, and a school can play to meet the needs of the District. <p>The role of the District leadership.</p>
2.	Using the physical environment to satisfy our needs in the District	<p>At the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. list possible resources which can be derived from the physical environment. 2. explain how these resources can be used to meet peoples needs in the District. 3. suggest ways in which the following can help ensure that the physical resources are used properly <ol style="list-style-type: none"> (I) himself/herself as an individuals (II) his/her family (III) his/her village or community (IV) his/her school (V) District leadership 	<ol style="list-style-type: none"> 1. Resources which can be derived from the physical environment. 2. The use of these resources in order to meet peoples' needs in the District. 3. How an individual, a family, a village, community, school and District leadership can help ensure that the physical resources are used properly.
3.	pollution by human beings in our district	<p>At the end of this unit, learners should be able to;</p> <ol style="list-style-type: none"> 1. Identify types of pollution in the; <ol style="list-style-type: none"> a. Rural districts b. Urban districts 2. Identify causes and consequences of pollution on 	<p>Rural pollution:</p> <ul style="list-style-type: none"> - dirt - atmospheric pollution <p>Urban pollution:</p> <ul style="list-style-type: none"> - Industrial pollution

		the rural and urban Environment	<ul style="list-style-type: none"> - Atmospheric pollution etc <p>Causes and consequence of pollution:</p> <ul style="list-style-type: none"> - Lack of management services - Un clean water - Diseases
4.	Social Service facilities in our District	<p>By the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. identify the various institutions that provide social services in the District. 2. describe the various functions of these institutions. 3. name some of the sources of the money which supports the social services. 4. indicate how his/her family, village community and District contribute to these Social Services. 5. explain who benefits from these facilities. 	<ol style="list-style-type: none"> 1. Various institutions that provide social services in the District. 2. Various functions of these institutions. 3. Sources of money which support the social services. 4. Contribution of a family, village, community and District to these social services. 5. Beneficiaries of the social services in the District.
5.	Transport in our District	<p>By the end of, this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. explain the main means of transport in his/her District. 2. state the various forms of transport used in the District. 3. explain the contribution of transport to the development of the District. 4. mention the difficulties and dangers related to transport in his/her District 5. suggest actions that might be taken to remove the difficulties and dangers. 	<ol style="list-style-type: none"> 1. Main means of transport in a District. 2. Various forms of transport used in the district. 3. Contribution of transport to develop a District. 4. Difficulties and dangers related to transport in the District. 5. Actions to remove the difficulties and dangers.

6.	Things every one can do to maintain peace in the District	<p>At the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. describe the role of the family, village, community, school and sector to maintain peace in the District. 2. explain why peace is necessary in the District. 3. suggest what should be done to enhance the needed peace, indicating who should do it. 	<ol style="list-style-type: none"> 1. The role of the family, village, community, school and sector to maintain peace in the District. 2. Necessity of peace in the District. 3. What should be done to enhance the needed peace, who should do it.
7.	Factors of disharmony in the District	<p>By the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. mention various factors that can cause disharmony in the District. 2. identify possible consequences of disharmony in his/her district 3. suggest what should be done to maintain harmony. 	<ol style="list-style-type: none"> 1. Various factors that can cause disharmony in the District. 2. Consequences if this disharmony is not stopped. 3. What should be done to maintain harmony.
8.	Children's rights in our District.	<p>At the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. identify and mention children's rights in his/her District. 2. explain why these rights are important to children's lives. 3. indicate and mention causes of child abuse in her/his District. 4. Describe ways that can help to stop child abuse in his/her District. 	<ol style="list-style-type: none"> 1. Children's rights in the District. 2. Importance of rights to children's lives. 3. Causes of child abuse in the District. 4. Ways that can help stop child abuse in the District.

TERM: 3

UNITS	TOPICS	OBJECTIVES	CONTENT
1.	Rwanda Traditional Beliefs in our District	At the end of this unit, the learner should be able to: 1. explain some traditional beliefs in her/his District. 2. show how some of these beliefs have influenced the daily lives of the people of the District.	1. Some traditional beliefs. e.g. Tell the class a traditional belief, legend from his/her family or village or community 2. Some animals (totem) are protected by some families. e.g. (ABEGA- toad)
2.	Traditional Relationships among the people of our District	By the end of this unit, the learner should be able to: 1. identify the nature of traditional social relationships in his/her District. 2. describe traditional cultural relationships among people in his/her District. 3. describe the traditional economic relationships among people in his/her District. 4. describe traditional political relationships in his/her District.	1. Traditional social relationships. e.g. wedding, gift, UBUNYAKA. 2. Traditional cultural relationships, dancing. e.g wedding, blood pact. 3. Traditional economic relationship' Truck, lending of Bulls. 4. Political relationship – IBIKINGI.
3.	Traditional crafts in Our District.	At the end of this unit, the learner should be able to: 1. identify the various crafts which were traditionally produced in her/his District. 2. state the people who produced these crafts. 3. explain how these crafts were used in her/his District. 4. indicate problems that affected craft industry in his /her country	1. Crafts traditionally produced in the District. 2. People who produced these crafts. 3. Use of each craft. 4. Problems affecting craft industry: - raw material, competition with foreign industry, lack of interest, etc.

		5. explain the nature of crafts in her/his District today.	5. Nature of crafts found in our districts
4.	Agriculture in our district	<p>At the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. identify the various agricultural products which were traditionally produced in his/her District. 2. explain how these products were used in his/her District. 3. describe the kind of tools which were used in agriculture in his/her District. 4. explain the difference between traditional agriculture and modern agriculture today in her/his District. 	<ol style="list-style-type: none"> 1. Various agricultural products which were traditionally produced. 2. Usefulness of products: food, trade, helping others. 3. Kind of tools used in agriculture. 4. Tradition agriculture and modern agriculture
5.	Trade in our district	<p>At the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. explain the nature of traditional commercial exchange in her/his District. 2. mention the main items/goods of exchange during the traditional period of his/her District. 3. describe the nature of trade in her/his District today, and indicate how it differs from the traditional trade. 4. mention the main items of trade today in his/her District. 5. describe a market place and its importance in the economic development of his/her District. 	<ol style="list-style-type: none"> 1. Traditional commercial exchange: goods, crafts, animal skin. 2. main items/goods of exchange during the traditional period. 3. Nature of trade: - Barter trade - shops (with money) 4. Main items of trade today. 5. Importance of a market place in the economic development of a District.

6.	Gender in our District	<p>At the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. explain the place of men and women in his/her traditional District. 2. state position of men and women in his/her District today. 3. indicate the main changes that have taken place in the respective positions of men and women in her/his District. 	<ol style="list-style-type: none"> 1. Place: - responsibilities, duties. 2. How did men regard women as regards social status? How about women? How did they regard men? 3. Position of men and women in the Districts today. Changes : e.g. - responsibilities, Genocide influence, gender equality (evolution of mentality), Girl's right to school.
7.	Equality among people in our province	<p>At the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. explain the meaning of the term "equality" among people, giving examples in her/his District. 2. give reasons why people should be treated equally. 3. describe some situations or experiences where this equality has not been respected in her/his District. 4. suggest ways which can help enhance equality among people in her/his District. 	<ol style="list-style-type: none"> 1. Meaning of equality and examples. 2. Reasons: - All people are the same and have the same rights. 3. Some situations: e.g. forbidding some one from standing for election. 4. Some ways to enhance equality: respect of the rules, respect of human right, justice.

8.	Democracy in our District.	<p>By the end of, this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. explain the meaning of the term “democracy”. 2. explain the importance of democracy. 3. describe a situations or experience that shows democracy in his/her District. 4. suggest ways which can help to promote democracy in his/her school and District. 	<ol style="list-style-type: none"> 1. Meaning of the term “democracy”. 2. Stability in the District, leaders to take in consideration people’s opinion. 3. Election, speech in the assembly. 4. - To talk about democracy in the school. - To teach people their right. - Respect other’s opinion and discuss other’s ideas. - Respect the election verdicts.
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5.0 GRADE FIVE

THEME: UNITY, CO-OPERATION AND DEVELOPMENT IN OUR PROVINCE

TERM: 1

UNITS	TOPICS	OBJECTIVES	CONTENT
1.	Our Provinces and their location in Rwanda	By the end of this unit, the learner should be able to: 1. name his/her Province. 2. locate the Province on the map of Rwanda. 3. name the neighbouring provinces. 4. draw a simple sketch map to show the provinces and its neighbouring provinces.	1. Learner's Province <ul style="list-style-type: none"> ▪ its location ▪ neighbouring provinces 2. Map of Rwanda <ul style="list-style-type: none"> ▪ administrative ▪ physical 3. Neighbouring provinces. 4. Sketch map.
2.	Main environmental components of our Province	By the end of this unit, the learner should be able to: 1. name the main components of the environment. 2. explain why the various components named are useful to life in the Province. 3. suggest things that can be done to maintain these components in good conditions.	1. Main environmental components of the Province. 2. Their importance to life in the province. 3. How to maintain them in good conditions.

3.	Climate in our Province	<p>At he end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. name the main elements of climate 2. distinguish between wet and dry climate 3. demonstrate how to use simple instruments that measure and record elements of weather and climate 4. explain how weather affects vegetation and animals in his/her Province. 5. explain how it affects human beings, their activities and the environment. 	<ol style="list-style-type: none"> 1. Main elements of climate <ul style="list-style-type: none"> ▪ clouds ▪ temperature ▪ wind 2. Difference between wet and dry climate 3. How to use simple instruments to measure and record elements of weather and climate (thermometer). 4. How weather affects vegetation and animals 5. How it affects human beings their activities and the environment. e.g. <ul style="list-style-type: none"> ▪ in agriculture ▪ in husbandry
4.	People in our Province	<p>At the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. state the total population of the Province and describe the way it is distributed. 2. explain the factors that affect the distribution of the population. 3. explain some difficulties experienced when there are many people in a family, school and any part of their province. 	<ol style="list-style-type: none"> 1. Distribution of the population in a province. 2. Factors that affect the distribution of the population. 3. Problems of many people in a family, school, District, Province. e.g. over-congestion, pressure on resources.

5.	Leadership in the Province	<p>At he end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. name the main leaders of the Province and their respective positions. 2. explain their respective roles. 3. explain how they became leaders. 4. state whether his/her family participated in the establishment of this leadership. 	<ol style="list-style-type: none"> 1. Main leaders of a Province and their respective positions. 2. Their respective roles. 3. Conditions and process of becoming a leader. 4. Family participation in the establishment of the leadership.
6.	Responsibility of the individuals and family to the Province	<p>At the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. describe the her/his own responsibility and that of her family to support the welfare of the Province. 2. explain why individuals and families are required to fulfill those responsibilities. 3. state some of the possible consequences if these responsibilities are not taken up. 	<ol style="list-style-type: none"> 1. Personal and family responsibility to support the welfare of the Province. 2. Importance of individuals' and families' fulfillment of those responsibilities. 3. Consequences if these responsibilities are not taken up.
7.	Important places in the Province	<p>At the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. name some important places in the Province. 2. state why these places are important to the people and Province. 3. identify problems or dangers that these places might be facing. 4. suggest ways that can help to protect and preserve the places . 	<ol style="list-style-type: none"> 1. Importance places in the province. 2. Importance of these places to the people and the Province. 3. Problems or dangers which might be facing the places. 4. Ways to protect and preserve the places.
8.	Community assets and their	At the end of this unit, the learner should be able to:	

	preservation in our Province	<ol style="list-style-type: none"> 1. mention the main Province assets. 2. explain the use of these assets. 3. describe some of the threats faced by these assets. 4. suggest measures to be taken to protect them. 	<ol style="list-style-type: none"> 1. Main province assets. 2. The use of these assets. 3. Some of the threats faced by these assets. 4. Measures to be taken to protect province assets.
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TERM: 2

UNITS	TOPICS	OBJECTIVES	CONTENT
1.	Our needs in the Province	<p>By the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. identify the main needs of the people in his/her Province. 2. suggest the role which each of these listed can play to ensure that adequate steps are taken to meet the needs of the Province <ul style="list-style-type: none"> (VI) himself/herself as an individual (VII) his/her family (VIII) his/her village or community (IX) his/her school (X) Province leadership 	<ol style="list-style-type: none"> 1. Main needs of the people in the province. 2. The role of: <ul style="list-style-type: none"> - an individual - a family - a village/community - a school - province leadership <p>to meet the needs of the Province.</p>
2.	Using the physical environment to satisfy our needs in the Province	<p>By the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. list possible resources which can be derived from the physical environment. 2. explain how these resources can be used to meet peoples needs in the Province. 3. suggest ways in which the following can help ensure that the physical resources are used properly <ul style="list-style-type: none"> (VI) himself/herself as an individuals (VII) his/her family (VIII) his/her village or community (IX) his/her school Province leadership 	<ol style="list-style-type: none"> 1. Resources which can be derived from the physical environment. 2. The use of these resources in order to meet people's needs in the Province. 3. How: <ul style="list-style-type: none"> - an individual - a family - a village/community - a school - province leadership <p>can help ensure that the physical resources are used properly.</p>

3.	Pollution by human beings in the Province	<p>At the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. describe some types of pollution that are caused by people in the Province. 2. explain how this pollution affects: <ol style="list-style-type: none"> (i) the environment (ii) the lives of people 3. suggest measures that should be taken to reverse the degradation. 4. explain the role that he/she, her family and her village can play. 	<ol style="list-style-type: none"> 1. Types of pollution caused by people in the Province. 2. How this pollution affects: <ul style="list-style-type: none"> ▪ the environment ▪ the lives of people 3. Measures to reverse the degradation. 4. The role of the learner, family, village against pollution.
4.	Social Services facilities in our Province	<p>At the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. identify the various institutions that provide social services in the Province. 2. describe the various functions of these institutions. 3. name some of the sources of the money which supports the social services. 4. indicate how his/her family, village community and Province contribute to these Social Services. 5. explain who benefit from these facilities. 	<ol style="list-style-type: none"> 1. Various institutions that provide social services in the Province. 2. Various functions of these institutions. 3. Sources of money which supports the social services. 4. Contribution of a family, village, community, District, Province to these social services. 5. Province to these social services benefit from these facilities.

5.	Transport in our Province	<p>At the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. explain the main means of transport in his/her Province. 2. state the various forms of transport used in the Province. 3. explain the contribution of transport to the development of the Province. 4. mention the difficulties and dangers related to transport in his/her Province. 5. suggest actions that might be taken to remove the difficulties and dangers. 	<ol style="list-style-type: none"> 1. Main means of transport in a Province. 2. Various forms of transport used in the Province. 3. Contribution of transport to develop a Province. 4. Difficulties and dangers related to transport in the Province. 5. Actions to remove the difficulties and dangers.
6.	Things every one can do to maintain peace in the Province	<p>At the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. describe the role of the family, village, community, school, sector, District, and Province to maintain peace in the Province. 2. explain why peace is necessary in the Province. 3. suggest what should be done to enhance the needed peace, indicating who should be responsible. 	<ol style="list-style-type: none"> 1. The role of a family, village, community, school, division, District, and Province to maintain peace in the Province. 2. Necessity of peace in the Province. 3. What should be done to enhance the needed peace and who should do it.
7.	Factors of Disharmony in the Province	<p>At the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. mention various factors that can cause disharmony in the Province. 2. identify possible consequences of disharmony. 3. suggest what should be done to maintain harmony. 	<ol style="list-style-type: none"> 1. Various factors that can cause disharmony in the Province. 2. Consequences of disharmony 3. What should be done to maintain harmony.

8.	Children's rights in our Province	<p>By the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. identify and mention children's rights in his/her Province. 2. explain why these rights are important to children's lives. 3. indicate and mention causes of child abuse in her/his Province. 4. describe ways that can help to stop child abuse in his/her Province. 	<ol style="list-style-type: none"> 1. Children's rights in the Province. 2. Importance of rights to children's lives. 3. Causes of child abuse in the province. 4. Ways that can help to stop child abuse in the Province.
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TERM: 3

UNITS	TOPICS	OBJECTIVES	CONTENT
1.	Rwanda Traditional Beliefs in our Province	At the end of this unit, the learner should be able to: 1. explain some traditional beliefs in her/his Province. 2. show how some of these beliefs have influenced the daily lives of the people of the Province.	1. Some traditional beliefs: Tell the class a traditional belief from his/her family or village or community 2. Influence of the beliefs: religion and cultural taboos, related to kings.
2.	Traditional Relationships among the people of our Province	At the end of this unit, the learner should be able to: 1. identify the nature of traditional social relationships in his/her Province. 2. describe traditional cultural relationships among people his/her Province. 3. describe the traditional economic relationships among people his/her Province. 4. describe the traditional political relationships in his/her Province.	1. Traditional social relationships. e.g. AMATURO, UBUTWARE, UBUHAKE, gift. 2. Cultural relationship: e.g Weddings. 3. Traditional economic relationships. 4. Traditional political relationships.
3.	Traditional crafts in our Province	At the end of this unit, the learner should be able to: 1. identify the various crafts which were traditionally produced in her/his Province. 2. state the people who produced these crafts. 3. explain how these crafts were used in her/his Province. 4. indicate problems affecting crafts industry in	1. Crafts traditionally produced in the district. 2. People who produced these crafts. 3. Use of each type of crafts.

		his/her country 5. explain the nature of crafts in her/his Province today.	4. Problem affecting craft industry: raw material. Competition with foreign industry. Lack of interest. 5. Crafts found in our province
4.	Agriculture in our Province	By the end of this unit, the learner should be able to: 1. identify the various agricultural products which were traditionally produced in his/her Province 2. explain how these products were used in his/her Province 3. describe the kind of tools which were used in agriculture in his/her Province 4. explain the difference between traditional agriculture today in her/his Province	1. Various agricultural products which were traditionally produced. 2. Usefulness of the product: food, trade, helping others. 3. Kind of tools used in agriculture. Traditional agriculture. Today agriculture.
5.	Trade in our Province	By the end of this unit, the learner should be able to: 1. explain the nature of traditional commercial exchange in her/his Province. 2. mention the main items/goods of exchange during the traditional period of his/her Province. 3. describe the nature of trade in her/his Province today, and indicate how it differs from the traditional trade. 4. mention the main items of trade today in his/her Province. 5. describe a market place and its importance in the economic development of his/her Province.	1. Traditional commercial Exchange: goods, crafts, animal skin. 2. Main items/goods of exchange during the traditional period. 3. Nature of trade: barter trade, man power goods, shops (with money). 4. Main items of trade today. 5. Importance of a market place in economic development.

6.	Gender in our Province	<p>By the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. explain the place of men and women in his/her traditional Province. 2. state position of men and women in his/her Province today. 3. indicate the main changes that have taken place in the respective positions of men and women in her/his Province. 	<ol style="list-style-type: none"> 1. Place. Responsibilities, duties. Mutual perception of men and women in respect of status as human beings. 2. Home. Administration. Social responsibilities. 3. Changes : Responsibilities. Genocide influence. Gender equality (evolution of mentality). Girl's right to school.
7.	Equality among people in Province	<p>By the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. explain the meaning of the term "equality" among people, giving examples in her/his Province. 2. give reasons why people should be treated equally 3. describe some situations or experiences where this equality has not been respected in her/his Province. 4. suggest ways which can help enhance equality among people in her/his Province. 	<ol style="list-style-type: none"> 1. Meaning and examples. 2. Reasons. All people have the same rights. To avoid violence in the Province. 3. Some situations. e.g. Have some people been denied to hold an office because of their gender. 4. Some ways to enhance equality: respect.
8.	Democracy in our Province	<p>By the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. explain the meaning of the term "democracy". 2. explain the value of democracy. 3. describe situation or experience that denote democracy in his/her Province. 4. suggest ways which can help to promote democracy in his/her school and Province. 	<ol style="list-style-type: none"> 1. Meaning of democracy. 2. Various uses of democracy. Recognising everyone's rights. Encouraging everyone to participate. 3. Examples of democratic situations/activities in the Province. 4. Possible ways democracy might be improved in his/her school and Province.

6.0 GRADE SIX

THEME: UNITY, CO-OPERATION AND DEVELOPMENT IN RWANDA

TERM: 1

UNITS	TOPICS	OBJECTIVES	CONTENT
1.	Location of Rwanda	<p>By the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. explain the key elements of a map and their respective uses. 2. use longitudes and latitudes to locate Rwanda on the map of East Africa. 3. locate and name countries that surround Rwanda. 4. state on which side their own Province is in Rwanda, 	<ol style="list-style-type: none"> 1. Legend, Scale, etc. 2. Orientation (North, South, East, West). 3. North: Uganda; South: Burundi; East: Tanzania; West: RDC. 4. whether North, South, East, West and Central.
2.	Physical Features of Rwanda	<p>At the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. identify and name the main physical features of Rwanda. 2. draw a map highlighting the features identified. 3. describe how the main environmental features are formed. 4. explain the importance of the different environmental components. 	<ol style="list-style-type: none"> 1. Hills, mountains, volcanoes, valleys, lakes, rivers. 2. Drawing a map showing these features. 3. Description of how the main environmental features are formed. 4. Importance of the different environmental components (water from rivers and lakes, tourist attractions, minerals, land for agriculture).

		<p>5. indicate how physical features influence living things in Rwanda.</p> <p>6. describe some challenges which physical features present to human beings.</p> <p>7. explain how people have attempted to overcome these challenges in Rwanda.</p>	<p>5. Social classes based on environmental features: agriculture, cattle keepers.</p> <p>6. Poverty, distribution of the population between rural/urban areas.</p> <p>7. Erosion, desertification, insufficient rains. Terracing, tree planting, etc.</p>
3.	Climate of Rwanda	<p>At the end of this unit, the learner will be able to:</p> <p>1. explain the main elements that constitute climate.</p> <p>2. describe the main characteristics of the climate of Rwanda, including seasons.</p> <p>3. explain the relationship between physical features and climate.</p> <p>4. describe the influence of the climate to the life of the people and other living things in Rwanda.</p>	<p>1. Temperature, precipitation, winds.</p> <p>2. Description of the main characteristics of the climate of Rwanda and seasons. Temperate which is influenced by altitude. Two big seasons: dry and rainy seasons, etc.</p> <p>3. The climate depends on the physical features based on the altitude and latitude.</p> <p>4. Types of crops. Types of vegetation. Types of animals.</p>
5.	Pre-colonial People and their cultural and political organisation	<p>By the end of the unit the learner will be able to:</p> <p>1. identify and describe the pre-colonial people of Rwanda and how the different groups perceived themselves and perceived others.</p> <p>2. explain the implications of traditional legends and myths of Rwanda.</p> <p>3. describe the main characteristics of their</p>	<p>1. Cultural identity. One language. Organisation in clans and social classes. Political and military organization. People were grouped according to their occupation. e.g. agriculturalist, cattle keepers, handcraft.</p> <p>2. Legends and myths influenced education in Rwanda.</p> <p>3. One language. One culture. One God. Responsibility based on sex, age in the family and social and political structures.</p>

		<p>cultural organisation and responsibilities.</p> <p>4. describe the main characteristics of their political organization.</p> <p>5. state how leadership and governance were established and carried out.</p>	<p>4. Rwanda was a Kingdom divided into regions.</p> <p>5. The whole Kingdom had a King for all Rwandans with his helpers (the Queen, Counselors/Abasizi). Regions governed by chiefs (abatware) (Chief for land, Chief for the army, Chief for cattle).</p>
6.	Pre-colonial People and their economic and commercial activities	<p>By the end of the unit the learner will be able to:</p> <p>1. identify the main economic and commercial activities of pre-colonial Rwanda.</p> <p>2. describe these activities and their main outputs.</p> <p>3. describe the main characteristics of trade during pre-colonial Rwanda.</p> <p>4. state the main contributions of these economic and commercial activities to the development of pre-colonial Rwanda.</p> <p>5. describe the main difficulties which affected pre-colonial economic and commercial activities in Rwanda.</p>	<p>1. The main activities were: agriculture, animal keeping, handcraft, and trade (selling cattle, agricultural products, butter, handcraft).</p> <p>2. Description of these activities.</p> <p>3. Trade among different producers within local and regional trade.</p> <p>4. People's survival. Reduced people's movement in search for food.</p> <p>5. Wars with neighbour countries. Problems related to climate hazards. Cultural beliefs and social practices (death of the King of Rwanda could stop productive activities for a long time).</p>
7.	Arrival and Influence of Foreigners	<p>By the end of the unit, the learner should be able to:</p> <p>1. identify the impact of the Berlin Conference of 1884 for Rwanda.</p> <p>2. identify and name different foreign groups and their influence during colonial rule.</p> <p>3. describe the main type of interest that each</p>	<p>1. Ended Rwandan territory expansion. Made Rwanda a German colony.</p> <p>2. Germans (beginning of colonialism). Belgians took over from Germans.</p>

		<p>group had in Rwanda</p> <p>4. state the major impact that each group had on the socio-economic and political development of Rwanda.</p> <p>5. name the main phases of Rwanda's colonial history.</p>	<p>3. The trade of minerals, animals' skins and animals. Missionaries for Christianity expansion. Colonialist administrators for political power and influence.</p> <p>4. Traders: new products such as cloths, salt, bids Missionaries: Christianity, medical care, schools etc. Colonialist administrators: new types of crops, money, new political structures (districts).</p> <p>5. German protectorate, Belgian trustee state.</p>
8.	Conflict: Colonisation of Rwanda	<p>By the end of the unit the learner should be able to:</p> <p>1. explain the meaning of the term "conflict" and give examples of different forms of conflict.</p> <p>2. explain the term "colonisation".</p> <p>3. identify and state causes of the colonisation of Rwanda.</p> <p>4. describe the main resistance of colonial rule.</p> <p>5. explain the nature of this conflict.</p> <p>6. state how this conflict was resolved.</p>	<p>1. The meaning of the term "conflict". Examples: First World War. Conflict of resistance to King Musinga rule.</p> <p>2. The meaning of the term "colonisation".</p> <p>3. Political reasons. Economic reasons. Religious reasons.</p> <p>4. Musinga's resistance to German colonization. Musinga's passive resistance.</p> <p>5. Invasion.</p> <p>6. King Musinga was chased from Kingdom to Belgium</p>

TERM: 2

UNITS	TOPICS	OBJECTIVES	CONTENT
1.	Rwanda becomes an Independent nation	<p>By the end of the unit the learner will be able to:</p> <ol style="list-style-type: none"> 1. identify and state when Rwanda became independent. 2. describe the main activities that led to independence. 3. name the first ruler of independent Rwanda, and his title. 4. describe the first form of Government in post-independence Rwanda. 	<ol style="list-style-type: none"> 1. Rwanda's independence date: 1962. 2. King Rudahigwa's reforms. Role of political parties (UNAR, APROSOMA, MDR PARMEHUTU, RADER). Role of United Nations. 3. The president Gregoire Kayibanda. 4. Form of Government in post-independence Rwanda.
2.	Conflict: Genocide	<p>By the end of the unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. explain the meaning of the terms "genocide" and "large scale massacres". 2. explain the causes of the Genocide of 1994 in Rwanda. 3. explain the consequences of the genocide. 4. explain how the genocide was resolved. 5. describe the current reconciliation process: its nature, purpose and progress. 6. identify genocide or political massacres which have taken place in other countries and compare their main characteristics with those of Rwanda. 	<ol style="list-style-type: none"> 1. The meaning of the terms "Genocide" and large scale massacres". 2. Causes of Genocide: bad governance; bad leadership; impact of colonisation. 3. Too many losses of lives; social fabric destruction; property destruction; economic destruction; too many orphans and widows left. 4. End of hostilities by the RPF Army. 5. Nature: based on justice. Purpose: national unity and reconciliation. Progress: long-term process. 6. Jews Genocide, Armenians Genocide, Herero Genocide. Genocide perpetrated by soldiers and militiamen.

3.	Government	<p>By the end of the unit the learner should be able to:</p> <ol style="list-style-type: none"> 1. identify the main organs of government and explain their respective functions. 2. explain the constitution and its significance. 3. state the duties of government. 4. mention how the government gets and spends money. 5. explain the rights of the people which the government must respect and protect. 6. Explain the responsibilities of the people which they must fulfill. 	<ol style="list-style-type: none"> 1. Executive, legislature, Judiciary. 2. The constitution is the fundamental law; it insures sustainable rule of law. 3. The country's security and development; international and regional co-operation. 4. Taxes and foreign assistance; public expenditures on education, health, energy, etc. 5. Right to life; education; security; food; shelter, etc. 6. Paying taxes; respect of laws; participation in development projects.
4.	Important places in Rwanda	<p>By the end of the unit the learner should be able to:</p> <ol style="list-style-type: none"> 1. name some important places in Rwanda and their location. 2. state why they are important to the people of Rwanda. 3. identify problems or dangers that these places might be facing. 4. suggest ways that can help to protect and preserve them. 	<ol style="list-style-type: none"> 1. Parks, lakes; rivers; forests; museums. 2. Animals; trees; water; cultural heritage; good view, etc. 3. Destruction of trees and animals (poaching). Rivers and lakes are drying. 4. Laws that protect animals and forests. Fight against poaching.

5.	Public assets and their preservation	<p>By the end of the unit the learner should be able to:</p> <ol style="list-style-type: none"> 1. mention the main public assets of Rwanda. 2. explain the use and importance of these assets. 3. describe some of the main threats faced by these assets. 4. suggest measures to be taken in order to protect the assets. 	<ol style="list-style-type: none"> 1. Public buildings, schools; hospitals; health centres; roads; bridges; parks; monuments. 2. Explanation regarding these assets. 3. Poor maintenance. Burnings of forests. Poor management, etc. 4. Ensure proper maintenance and management. Punishment for those who burn forests and practice poaching.
6.	Some Major sources of wealth for Rwanda	<p>By the end of the unit the learner should be able to:</p> <ol style="list-style-type: none"> 1. list some major sources of wealth for Rwanda. 2. describe what takes place in each of these activities. 3. name the areas where these activities take place in Rwanda. 4. mention the main output of each activity. 5. state the main advantages and disadvantages of each of these activities for Rwanda. 	<ol style="list-style-type: none"> 1. Agriculture; trade; handcraft, fishing, tourism and industries etc. 2. Production of food and animal products. Import and export of products. Acquiring foreign currencies. 3. Agriculture in rural areas, Trade in towns, markets and borders with neighbour countries. 4. Food products consumed locally and the remaining used for export. Foreign currencies. 5. Rwanda imports more than it exports. Food produced locally.

7.	Rwanda needs Committed Good workers	<p>By the end of the unit the learner should be able to:</p> <ol style="list-style-type: none"> 1. describe the qualities of a good worker. 2. give examples of good workers whom they admire, and explain the things these people have accomplished. 3. explain why Rwanda needs good workers. 4. state whether she is or wants to become a good worker and why? 5. suggest what she/he plans to do in order to improve his/her qualities as a worker. 6. indicate how the school can help him/her improve her/his qualities as a worker. 	<ol style="list-style-type: none"> 1. Responsible; hard working; commitment to working well. Qualified work. Experienced. 2. A good teacher: helps the learner to perform well. A good leader: enhance unity among people. 3. Need for good workers. Economic development. Good management. Good governance. Self-reliance. Rwanda's history has gone through serious socio-economic problems. It therefore needs committed workers for its rehabilitation. 4. Learners state whether they wish to become good workers and why. 5. Suggestions from learners on what they plan to do in order to improve their qualities as good workers. 6. Provide good learning conditions. Provide good teachers who are qualified. Provide good guidance and orientation to learners. Ensure discipline among pupils and teachers. Impact skills and values that they will need as workers in the future.
8.	Co-operatives, Post Offices and Banks	<p>By the end of the unit the learner should be able to:</p> <ol style="list-style-type: none"> 1. explain what a co-operative, post-office and bank are. 2. list the functions and services provided by each of three institutions 3. indicate how he/she personally, his/her family, village, school and community benefit from co-operatives, post officers and banks. 	<ol style="list-style-type: none"> 1. The meaning of a cooperative, a Post-Office and a bank. 2. Cooperative provides loans to members, sales to low prices to its members. Gives job opportunities. Counseling to people in their areas. Post-Office ensures communication. Banks keeps money for people and gives loans and interests. 3. Indication on how learners, their families, villages, schools and communities benefit from cooperatives, Post-Offices and banks.

TERM: 3

UNITS	TOPICS	OBJECTIVES	CONTENT
1.	Avoiding HIV/AIDS and sexually Transmitted diseases	<p>By the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. describe the causes, mode of transmission, signs and symptoms, effects, prevention and control of HIV/AIDS. 2. describe the causes, mode of transmission, signs and symptoms, effects, prevention and control of gonorrhea. 3. describe the causes, mode of transmission, signs and symptoms, effects, prevention and control of syphilis. 4. describe the signs, symptoms and control of other urinary-tract infections and disorders. 	<ol style="list-style-type: none"> 1. HIV/AIDS infections. <ol style="list-style-type: none"> (a) causes, modes of transmission, signs and symptoms, effects (b) necessary life-skills, behaviour change clubs 2. Gonorrhoea: causes, mode of transmission signs and symptoms, effects, prevention and control (treatment). 3. Syphilis: causes, mode of transmission, signs and symptoms, effects, prevention and control(treatment). 4. Others urinary tract infections: <ol style="list-style-type: none"> (a) signs, symptoms and control e.g. pelvic inflammatory diseases (PID), vaginal discharge, trichomonas, Candida lymph gland coma, warts. (b) effects, prevention and control.
2.	Avoiding Malaria	<p>By the end of this unit, the learner should be able to:</p> <ol style="list-style-type: none"> 1. explain malaria. 2. describe how it is caused and transmitted. 3. describe symptoms and signs of malaria. 4. describe effects of malaria on the individual. 5. explain how it can be cured. 	<ol style="list-style-type: none"> 1. The meaning of malaria. 2. It is caused by mosquito bites. 3. High temperature. Fever. Dizziness. Nausea. Shaking. Loss of appetite. 4. General weakness, shaking.

		6. explain how it is prevented and controlled.	5. Taking anti-malaria drugs under the doctor's prescription. 6. Cleaning the house surroundings to destroy mosquito breeding. Use of mosquito nets.
3.	Avoiding alcoholism	By the end of this unit, the learner should be able to: 1. define alcohol. 2. describe how it is prepared. 3. suggest how it can be useful to society. 4. explain factors which lead to alcoholism and its effects on people. 5. suggest ways of safeguarding against alcoholism and practicing appropriate life skills.	1. Alcohol. a) What alcohol is? 2. How it is prepared? 3. Way of use in society. 4. Factors which lead to alcoholism. Effects of alcohol on people. 5. Life-skills of avoiding alcohol.
4.	Unity	By the end of this unit, the learner should be able to: 1. explain the meaning of the term "unity" 2. give examples of situations that depict unity in his/her: (I) home and village (II) school and community (III) Sector (IV) District (V) Province (VI) Rwanda	1. The meaning of the term "unity" 2. Examples: • Home and village: good relationships among family members and community members. • School and community: good relationships among pupils, teachers and community members. • Cooperation among pupils, teachers and community members
5.	Co-operation	By the end of this unit, the learner should be able to: 1. explain the meaning of the term "co-operation". 2. give examples of situations that denote "co-	1. The meaning of the term "cooperation".

		<p>operation" in her/his:</p> <ul style="list-style-type: none"> (I) home and village (II) school and community (III) Sector (IV) District (V) Province (VI) Rwanda <p>3. give reasons why they need co-operation.</p> <p>4. suggest things which they can do to strengthen this co-operation.</p>	<p>2. Mutual help.</p> <ul style="list-style-type: none"> - Possible examples at home and village level. - Possible examples at home, school plus community level. - Possible examples at home sector level. - Possible examples at district level - Possible examples at province level - Possible examples at Rwanda level <p>3. e.g. Assist one another with one's needs.</p> <p>4. Promote fast development; build unity; be friend to others; initiate cooperation; encourage others to cooperate.</p>
6.	Development	<p>By the end of this unit, the learner should be able to:</p> <p>1. explain the meaning of the term "development".</p> <p>2. give examples of situations that denote development in her/his:</p> <ul style="list-style-type: none"> (I) Home and village (II) School and community (III) Sector (IV) District (V) Province (VII) Rwanda <p>3. give reasons why they need development.</p> <p>4. suggest things that must be done to enhance this development.</p>	<p>1. The meaning of "development".</p> <p>2. Examples of development at the level of home and village highlighted and described.</p> <ul style="list-style-type: none"> - Examples in school and community described. - Examples at the level of sector described. - Examples at the district level described. - Examples at province level described. - Examples at the level of Rwanda described. <p>3. Different reasons. e.g. Improve the quality of health and education. Raise standards of living of the people, etc.</p> <p>4. Many e.g. enhanced participation in development activities by individuals and group. More committed and honest policies by the leaders. Access to market.</p>

7.	Dangers against unity, cooperation and development	<p>At the end of this unit, the learner should be able to:</p> <p>1. identify the main factors that lend to undermine the development and maintenance of unity, co-operation and development in their:</p> <ul style="list-style-type: none"> (I) home and village (II) school and community (III) Sector (IV) District (V) Province (VI) Rwanda 	<p>1. Uncontrolled Uncontrolled anger; hatred; jealousy; injustice; unfair distribution and sharing of resources; poor leadership, etc.</p> <ul style="list-style-type: none"> - home and village - school and community - Sector - District - Province - Rwanda
8.	Promoting unity, co-operation and Development in Rwanda	<p>By the end of this unit, the learner should be able to:</p> <p>1. Suggest measures that can be taken to address the difficulties identified in unity 7.</p> <p>2. Explain some of the things she will personally do to promote unity co-operation and development in Rwanda.</p>	<p>1. Possible solution listed under. e.g in 7 above.</p> <p>2. Some of the things that can be done at personal level. e.g. be personally well behaved, with a positive and harmonious rapport towards others. Personally initiate action that encourages and promote unit, cooperation and development at different levels e.g. home, villages). Be hard working and enterprising.</p>