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| **Scheme of work/GS&CS S4****First Term 2022 / 2023****DISTRICT: GASABO Academic year: 2022/2023 Subject: GS&CS****Class :S4 Number of periods per week:3****Teacher’s Names:**  |
| **Weeks&****Dates**  | **Unit title**  | **Lesson title****+Evaluation**  | **Learning objectives + Key unit competence** | **Teaching methods & techniques+Evaluation procedures** | **Resources & References**  | **Observations** |
| WEEK 1.26 -30/09/2022 | **Unit 1. Social Cohesion** | **Lesson title 1:** Introduction and objectives of the GS &CS.**Lesson title 2:** Factors of Social Cohesion | Appreciate the importance of a cohesive society by showing behaviors attitudes and values of a cohesive society. Explain how factors can sometimes hinder cohesion. | Work in groups to use a range of sources to explore social cohesion and make a presentation to the class follow with questions with answers (Q&A).Analysis of testimonies and stories on social problems in groups | Books; Pictures ; htt:// practical matters journal.org/issue/5/ practicing - matters the – continuum of violence and peace; etc. |  |
| **WEEK 2**. 03 – 07/10/2022**WEEK 3.****10 -14/10/2022** | **Lesson title 3:** Society Norms.**Lesson title 4:** Active Listening | Develop the culture of respect for all people.Balance individual rights against those of society and take appropriate action | Discuss the key challenges to cohesion and how these can be overcome in groups.Brainstorm; reflection ; group work | Moises All Sse Reflections in General Paper, A comprehensive Guide,Study/Examination Tips, Ideal for the General Reader.U.N.H.C.R.Human Rights,the New Consensus,Regencey Press, 1994. |  |
| **WEEK 4.****17 -21/10/2022** | **Lesson title 5:** Evaluation :Field research+ presentation | Invite Learners to make decisions that promote social cohesion in practical situations | Conduct research on villages about social cohesion: repports in continuous prose | Library research + Resourceful people. Personal experience |  |
| **WEEK 5.24 – 28/10/2022** | **Unit 2. Individual and society** | **Lesson title 6:**challenge to social cohesion: individualism | Practice behaving in ways that are consistent with personal values | Resourceful people:Guest speakers | Case studies of the breakdown of social cohesion. |  |
| **WEEK 6.**31/10-04/112022 | **Lesson title 7:** Making choices: consequences | Discuss various influences that may have impact on the individual. | Group work + presentation | Problematic social cases, pictures, videos. |  |
| **WEEK 7.07 – 11/11/2022** |  | **Lesson title 8:** Personal responsibility+ short evaluation | Analyze testimonies or stories about cases in which some people assumed their responsibility and others did not assume theirs. | Roles and responsibilities of the individual at the levels of family, community, nation, world.  | Testimonies, stories, problematic social cases, pictures, videos  |  |
| **WEEK 8.**14 – 18/112022 | **Unit 3 : Sport and Leisure** | **Lesson Title 9**:Difference between sport and Leisure | Differentiate leisure and sport. | Brainstorming; Reflection. | Newspapers, Radio, TV. |  |
| **WEEK 9. 21 -25/11/2022** |  | **Lesson title 10**:Contribution of sport and Leisure**Lesson title 11:** Contribution of sport, Leisure and competition to personal and social development | Justify the contribution to personal and collective identityOrganize sports, games to show fairness and honesty. | Group discussion on how sport contributes to social cohesion. Reviewing a football match on screen and conclude by a debate. |

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| Case study, testimonies and stories.  |
| Case study, testimoniesand stories.  |

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| **WEEK 10. 28/11 -02/12/2022** |  |
| **WEEK 11.05 – 09/12/2022** | **REVISION PERIOD + NON SERIAL EXAMS** |
| **WEEK 12.12- 16/12/2022** |  **SERIAL EXAMINATIONS** |
| **WEEK 13. 19 -23/ 12/2022** | **SCHOOL REPORTS** |
| **Second Term 2022/2023****DISTRICT: GASABO Academic year: 2022/2023 Subject: GS&CS****Class : S4 Number of periods per week: 3****Teacher’s names :** |
| **Weeks&****Dates**  | **Unit title**  | **Lesson title****+Evaluation**  | **Learning objectives + Key unit competence** | **Teaching methods & techniques+****Evaluation procedures** | **Resources & References**  | **Observations** |
| **1.****09 -13/012023** | **Unit 4. EFFECTIVE COMMUNICATION** | **Lesson title 1:** Forms and ways of communication | Show a critical attitude towards any information received. | Role play on different scenarios on speaking, listening and feedback.  | Radio, television, books, journals, CD ROMs, online texts.  |  |
| **2.** **16 -20/01/2023** | **Lesson title 2:** Effectiveness of communication.**Lesson title 3:** Elements of communication | Distinguish ways of communicationOrganize the elements of communication |

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| Research on various topics using differing sources of information  |

Read and summarize different texts and books.  | Radio, television, books, journals, CD ROMs, online texts.  |  |
| **3**.23 -27 /01/2023 | **Lesson title 4:** Project writing + Evaluation | State barriers of effective communication  | Look for old people and record the oral literature of the past and present  | Radio, television, books, journals, CD ROMs, online texts.  |  |
| **4. 30/01- 03/02/2023** | **Unit 5. PERSONAL FINANCES** | **Lesson title 5:** Sources of revenues**Lesson title 6:** Importance of saving. | Explain key financial terms and the concept of saving and investing.Demonstrate how to keep track of personal money and payment commitments.Demonstrate how to keep track of personal money andpayment commitments | Guest speakers from different financial institutions to present and show how they operate. Analyze testimonies about people who improved their situation by saving.  | Books, Brochures of financial institutions.NewspapersBooks, journals, speeches, testimonies, stories, media, internet.  |  |
| **5**.06 -10/02/2023 | **Lesson title 7:**Implications of decisions+ **Evaluation** | Analyze and demonstrate situations of saving. | Work in groups to compare different financial institutions services using brochures. | Books, journals, speeches, testimonies, stories,Media, internet |  |
| **6**.13- 17/03/2023 | **UNIT 6 :****EDUCATION AND WELFARE SYSTEMS** | **Lesson title 8:** Concept of Education**Lesson title 9:** Role of Education ineconomic  | Distinguish formal and informaleducation Recognize the role of education and welfare in economicdevelopment | Group workBrainstorming Research work / Project worksField work / Field visit | InternetTextbooks |  |
| **7.** 20 – 24/02/2023 | **Lesson title 10:** DevelopmentInclusive Education**Lesson title 11:** Types of welfare systems | Readiness to behave in inclusive wayAppreciate the importance of education and welfare systems to national development |  | Simulations Personal experience |  |
| **8**.27/02 – 03/03/2023 | **UNIT 7: CAREER PLANNING** | **Lesson title 12:** Role of education in economic development**Lesson title 13:** Challenges facing education for all+ **Evaluation** | Justify the role of education and welfare systems in economic development.Exhibit positive social values and critical thinking. | Group workDiscussion and presentationRole play, Research workProject work | Books, videos, newspapers, media, guest speakers, testimonies | Done  |
| **9.** 06 -10/03/2023 | **Lesson title 14**:The link between education, training, joband income**Lesson title 15**:Types of jobs and expected income | Justify the link between education, training, job andincome-Distinguish types of jobs andexpected pay-Appreciate different types of jobs and their pay. | Role play Case studies Games Practical work | Books, journals, speeches, testimonies, stories,Media, internet |  |
| **10. 13 -17/03/2023** | GENERAL REVISION + NON SERIAL EXAMS |
| **11. 20 – 24/03/20233** | SERAL EXAMS |
| **12. 27 -31/03/2023** | SCHOOL REPORTS |
| **Third Term 2022/2023** |
| **Weeks&****Dates**  | **Unit title**  | **Lesson title****+****Evaluation**  | **Learning objectives + Key unit competence** | **Teaching methods& techniques****+Evaluation procedures** | **Resources & References**  | **Observations** |
| 1.17 -21 /04/2023 |  | **Lesson title 16**:The link between education, training, joband income**Lesson title 17**:Types of jobs and expected income | Justify the link between education, training, job andincome-Distinguish types of jobs andexpected pay-Appreciate different types of jobs and their pay. | Role play Case studies Games Practical work | Books, videos, newspapers, media, guest speakers, testimonies |  |
| **2. 24 -28/04/2023** |  | **Lesson title 18**:Career planning process**Lesson title 19**:Importance of career choice in achievingpersonal financial goals | Demonstrate the process of career planningTo be able to explain the importance of career planning | Brainstorming, question and answer, Jig saw  | Books, videos, newspapers, media, guest speakers and ceremonies. |  |
| **3.****01 – 05 /052023** | **Lesson title 20**:Importance of career choice in achievingpersonal financial goals**Lesson title 21:** Importance of career choice+ Evaluation. | Examine the importance of career choiceRecognize forms of corruption | Role play on different types of jobs and how they are helpful to the society.  | Springer International Publishing Switzerland. Available at <http://www.academia.edu/7895987/A_Review_of_the_Causes_and_Effects_of_Corruption_in_the_Economic_Analysis> |  |
| **UNIT 8: FAIR OPERATING PRACTICES** | **Lesson title 22:** Concept of corruption | Recognize forms of corruption | Work in groups to identify ways of controlling corruption | Resourceful people./ Internet./ Media |  |
| **4.08 -12/05/2023** |  | **Lesson title 23:** Fair competition**Lesson title 24:** Causes and effects of corruption.**Lesson title 25:** Respect of property rights.+ **Evaluation** | Argue about fair competition and respect of property rightDevise strategies to curb corruption.Discovery property rights and fair competition | Discuss the causes and effects of corruption. Debate about fair competition and respect of property rights.  | Ombudsman office + Transparence Rwanda |  |

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| **5.**15 -19/05/2023 | **UNIT 9: ENVIRONMENTAL MANAGEMENT AND POPULATION DYNAMICS** | **Lesson title 1** : Rwanda and global environmental degradation.**Lesson title 2**: Conservation ofenvironment**Lesson title 3**& **Lesson title 4**: Relationship betweeneconomic growth, socialdevelopment andenvironment protection& The benefits of renewableenergy resources incomparison withunsustainable finiteresources | Appreciate the need for balance between population growth, social development and environmental protection.Identify ways of environment alconservationRecognize the linkbetween highpopulationgrowth, economicgrowth, socialdevelopment and environment & Explain the benefits of renewable energyresources | Field study where there is environmental degradation or protection of environment  | Books, journals, media, newspapers etcBooks, journals, newspapers, speeches, media, video, pictures. |  |
| **6.****22 -26/05/2023** | **UNIT10:****SCIENTIFIC RESERCH, HEAITH AND WELLBEING**  | **Lesson title 5**:Rwanda’s socioeconomic and demographic indicators (RDHS): **Lesson title 6:**Medical research and ethics on HIV/AIDS. **Lesson title 7:**Role of health education in promoting  | Explain the role played by science and technology in today’s world. Analyze medical dilemmas and issues of research and ethics on incidence and prevalence of HIV/AIDS by age and gender.

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| Appreciate the role of science and technology in the world today.  |

 | Discuss the role of science and technology in everyday life. Drama about the impact of poor health indicators on a population: malnutrition, reproductive health, birth rate and mortality rate Group discussion on health, population, and education indicators. Research workProject work | Books, videos, Newspapers, media, guest speakers, testimonies. Books, videos, newspapers, media, guest speakers, testimonies. Books, videos, newspapers, media, guest speakers, testimonies.  |  |
| **7. 29/05 -02/06/2023** | **UNIT11:** **HERITAGE AND CULTURE** | **Lesson title 8:**Identify elements of national heritage.  | Explain the role of cultural preservation.  | Game: Boys/girls may believe that to be masculine/feminine they should behave in certain ways.  | Books, videos, newspapers, media, guest speakers, ceremonies.  |  |
| **Lesson titlte9:**Impact of differing cultures on lifestyle and habits.  | Analyze how different cultures impact on life style and habits  | Group discussion on national heritage.  | Books, videos, newspapers, media, guest speakers, ceremonies.  |  |
| **Lesson title 10:**How cultural factors influence what is considered acceptable  | Recognize the difference of cultures and live fairly  | Research Group work and presentationDiscovery  | Books, videos, newspapers, media, guest speakers, ceremonies.  |  |
| **8.**05 – 09/06/2023 | **UNIT12:****GENDER &SOCIETY** | **Lesson title 11:** Gender equality and equity. **Lesson title 12 :**Benefits of gender equality and complementarity.**Lesson title 13:** Gender roles and gender stereotypes  | State the meaning of gender, gender equality and equity. To identify the benefits of gender equality and complementarityTo show respect to other sex, age and disabilities. | Role play and debates on gender roles and communication skills. Writing essays on gender issues Research into gender equality, related concepts and present in group class. | Books and publications on gender. Books and publications on genderBooks and publications on gender. |  |
| **9. 12 -16/06/2023**

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 | **Unit 13: The Arts & Society**  |  **Lesson title 14:** History of arts**Lesson title 15:** Forms and uses of arts | Appreciate the roleof various forms ofart to an individual,nation & the world atlarge | Brainstorming, group discussion, Role play and debates | Books, videos, newspapers, media, guest speakers, ceremonies |  |
| **Lesson title 16:** Classification of arts by Fine arts and applied arts.  | Use the forms of art in day-to-day life  | Role played by performing artists in Rwanda  | Books, videos, newspapers, media, guest speakers and ceremonies.  |  |
| **10.****19 – 23/6/2023** |  | **Lesson title 17:**Characteristics of fine art by region (African, European, Asiatic, Egyptian, Greek, Italian, American, Chinese). **Lesson title 18:**Various forms of art. Variety of cultures, styles & traditions.  | Compare various forms of art including architecture, painting, fashion, photography, sculpture and music from a variety of cultures, styles and traditions.  | Group discussion, Brainstorming |  |  |
|  |  | **Lesson title 19:**Importance of thevarious forms of art to anindividual, national &global community+ **Evaluation.** | Link different forms of arts and where they are usedUse the forms of art in day-to-day life | Gallery walk - Group workCarry out fieldtrips to the museum, and some tourist sites. Role play on different cultures, styles and traditions  | Books, videos, newspapers, media, guest speakers and ceremonies. Books, videos, newspapers, media, guest speakers and ceremonies.  |  |
| **11. 26 -30/06/2023** | **Revision period + Non seral Exams** |
| **12.03 -07/07/2023** |  **Serial EXAMS** |
| **13.10 -14/07/2023** | **SCHOOL REPORTS** |