

FORMAT OF UNIT PLAN/SCHEME OF WORK

RUTSIRO DISTRICT

Academic year 2024/2025

School name

Academic year: 2024-2025

Subject: SOCIAL AND RELIGIOUS STUDIES

Teacher's nameClass: P4

Number of periods per week:6 periods

Dates and Weeks	Unit Title	Lesson Title and Evaluation	Learning Objectives and Key Unit Competence	Teaching Methods and Techniques	Resources and References	No of Periods
WEEK 1 9-13/9/2024	UNIT 1 Socio economic activities in our District	1.Identification of our District and its location on the map of Rwanda. 2.District map: size and position on the provincial map. 3. Socio- economic activities in our district (Agriculture, Fishing, crafts, pottery Tourism, Trade, Employment etc.)	-Locate his/her District on the provincial and Rwandan maps. - Identify social – economic activities of his/her district. - Describe the location of his/her district on the provincial and Rwandan maps -Acknowledge the importance of social economic activities in his/her district.	- Draw individually the map of his/her district and interpret it to fellow pupils. -Pupils in groups will discuss social economic activities and share their findings to the whole class.	Map of Rwanda, illustrations of socio-economic activities, pictures, internet	6

<p>WEEK 2 16-20/9/2024</p>		<p>1. Socio-economic activities in their neighboring Districts</p> <p>2. Comparison of economic activities in our district and neighboring districts</p> <p>3. Importance of Socio- economic activities in our District.</p> <p>SUMMATIVE EVALUATION</p>	<p>-Analyze different economic activities carried out in his/her district in comparison with her/his neighboring districts.</p> <p>-State how Socio-economic activities contribute to the development of the district</p> <p>-Explain the importance of Socio-economic activities in the development of the district.</p> <p>- Respect work as a source of income.</p>	<p>-Pupils in groups investigate why social economic activities carried out may vary or not from district to district.</p> <p>-Then present their findings to the class</p>	<p>Map of Rwanda, illustrations of socio-economic activities, pictures, internet</p>	<p>6</p>
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WEEK 3 23-27/9/2024	UNIT 2 Basic Human and children's rights.	Human rights. 1.Basic human rights and children's rights. Child abuse. 2.Importance of respecting basic human and children's rights. 3.Need for self-respect, respect and tolerance of the Equity and Equality in our District. 4.Definition of equity and equality. 5.Ways of promoting equity and equality in our District.	-Identify basic human and children's rights. -State forms of child abuse and ways of preventing them. □ Give the meaning of equality and equity, State different forms of abuse -Respect principles of human and children's rights. -Analyze how equity and equality is carried out in our district. -Show self-respect, respect and tolerance of the other. -Report child abuse practices and cases to parents, guardians, teachers and police.	-Drawing different forms of child abuse and interpret them to fellow children. -Discuss in groups reasons for respecting basic human and children's rights and make presentations to the class followed by questions and answers. --Role-play behavior that exhibit equity and equality in our District.	illustrations, pictures, films, videos showing basic human and children's rights	6
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WEEK 4 30/9-4/10/2024		1.Importance of equity and equality in our district and in society. 2.Gender based violence and sexual abuse 3.Gender based violence.	-Identify ways of promoting equity and equality in our district. -Identify elements of gender-based violence.	-In groups discuss the importance of equity and equality in our District then make class presentation followed by questions and answers. --	illustrations, pictures, films, videos showing basic human and children's rights	6
WEEK 5 7-11/10/2024		Sexual abuse 4.Effects of gender-based violence and sexual abuse 5.Ways of preventing gender-based violence and sexual abuse SUMMATIVE EVALUATION	-Describe elements of gender-based violence and sexual -Exhibit behaviors that promote equity and equality. -Show concern on gender-based violence and sexual abuse	Discuss in groups, elements of gender-based violence and sexual abuse and make class presentations followed by questions and answers. -Work in groups to determine different ways of preventing gender-based violence and sexual abuse. Links	illustrations, pictures, films, videos showing basic human and children's rights	6

WEEK 6 14-18/10/2024	UNIT 3 Respect of God's creatures	<p>1.Names and attributes of God (love, almighty, omnipotence, omnipresence, transcendence, omniscience).</p> <p>2.God created every creature for a purpose.</p> <p>3.Interdependence and uniqueness of God's creature.</p> <p>4.Protection God's creatures and environment.</p> <p>SUMMATIVE EVALUATION</p>	<p>- Identify different names of God and those of creatures.</p> <p>-Outline their importance in daily life.</p> <p>-Illustrate different creatures.</p> <p>-Explain how God created creatures</p> <p>-Appreciate the importance of each God's creatures. □</p> <p>Respect and protect Creatures and environment</p>	<p>-Observe different creatures in their natural environment and differentiate those, which are manmade, and those, which were created by God.</p> <p>-Make pair discussion about the importance of each creature named.</p> <p>-Make a group presentation</p>	Bible, Pictures, Films about creation, The school environment, Drawings	6

WEEK 7 21-25/10/2024	UNIT 4: Hygiene	1.Hygiene definition and hygiene practices. 2.Problems caused by lack of proper hygiene. 3.Importance of cleanliness of the environment.	-Identify basic hygiene practices and their importance to the environment. -Carry out activities that promote good hygiene of their surrounding environment -Explain the importance of proper hygiene and problems caused by lack of proper hygiene to the environment -Appreciate and practice proper environmental hygiene -	-Discuss in groups reasons for keeping the environment clean and make group presentations followed by questions and answers. -Carry out a cleaning exercise around their school compound and make a record of places each group cleaned -	illustrations of clean people and environment, brooms, slashers, water buckets, maps	12
WEEK 8 28/10-1/11/2024		Diseases 4.Water born diseases (causes, effects and prevention). 5.Malaria (causes,	Identify water born diseases. -Explain water born diseases, causes, effects and prevention	Discuss in groups causes, effects and prevention of water born diseases and make class	illustrations of clean people and environment, brooms, slashers , water	

		signs effects treatment, prevention) SUMMATIVE EVALUATION	-Suggest different ways of preventing malaria. -Identify signs, symptoms and treatment of malaria - Contribute to prevention of water born diseases and malaria.	presentations followed by questions and answers	buckets, maps	
WEEK 9 4-8/11/2024	UNIT 5: Economy	Needs and Wants 1.Needs and wants. 2.How the environment helps people to meet their needs. Money. 3.Activities that increase income. 4.Things people spend money on. 5.Circumstances that affect people spending. 6.Importance of saving and where to save money	-Define needs and wants. -Identify needs and wants in society. -Explain how the environment helps to meet human needs. -Prioritize between needs and wants. -Make a list of things that people spend money on. -Use environment properly to meet his /her needs. -Be devoted to work. (Hard working	-In groups children will make -A list of needs and wants in society and present to the whole class followed by questions and answers. -Role- play on how the environment helps to meet needs and wants and make presentations followed by questions and answers	Money, food items, clothes, medicines, textbooks, illustrations of people buying and selling	6

		SUMMATIVE EVALUATION				
WEEK 10 11-15/11/2024	UNIT 6 Islamic Faith (Al- Iman)	1.The two pillars being focused on are. 2.Belief in Allah 3.Belief in the Angels.	-Explain the 1st Pillar of Islamic Faith (Belief in the Oneness of Allah -Classify Shirk(polytheism) as the opposite of Taw heed (monotheism) into two main categories: major Shirk and minor Shirk. - Explain the 2nd Pillar of Islamic Faith (Belief in Angels).	.Learners in groups discuss about oneness of God Almighty and Creator as the Qur'an confirms -Learners in groups discuss about some forms of shirk committed in Rwandan Community.	Qur'an, Hadith Books, Wallpapers And Color Pens	6
WEEK 11 18-22/11/2024		4.Responsibilities and duties of some Angels. a.(Jibril, Mikael, Israfil) keepers of Paradise. c.(Malik, Munkar and Nakir, Malakul'maw'ti).	-List some names of Angels. - Classify the Angels according to their responsibilities Avoid any worshiping of other deities (Shirk) as greater sin in Islam -Explain reasons why Angels were created. -Explain some duties	-Learners in groups exchange ideas on responsibilities of Allah's Angels and they write a report on wall papers		6

		SUMMATIVE EVALUATION	of Angels. -Obey message from God as conveyed by his Angels to the disciples.			
WEEK 12 25-29/11/2024	UNIT 7. Civics and Governance.	National symbols 1.Rwandan coat of arms. 2.Acceptable behavior. 3.Harmony and disharmony among peers. 4.Factors that can cause disharmony. 5.Consequences of disharmony. □ Ways of promoting harmony.	Rwanda coat of arms. -Show respect for national symbols. -Acknowledge the importance of harmony among peers.	-Class observation of Rwanda coat of arms and description of its elements. -Individually pupils will draw national symbols and then display their drawings in class. -Role play	National coat of arm, illustrations of voting session , photos, audio-material.	6
WEEK 13 2-4/12/2024		Leadership. 1. Leadership and qualities of a good leader. 2.Main leaders of our district, their respective positions and roles. 3.How leaders are elected.	-Define a leader and leadership. -Name the main district leaders and their roles. -Describe qualities of a good leader. -Draw a district organ gram. -Practice acceptable	-Discuss in groups factors that cause disharmony and make class presentations followed by questions and answers. -Discuss in groups	National coat of arm, illustrations of voting session , photos, audio-material.	6

		SUMMATIVE EVALUATION	behaviors. -Imitate good behaviors from peers and adults	consequences and make class presentations followed by questions and answers.		
5-6/12/2024	REVISION					
WEEK 14 9-13/12/2024	EXAMS					
WEEK 1 16-20/12/2024	FILLING ACADEMIC REPORTS					

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WEEK 1 21-25/04/2025		1.Abraham the father of all believers. 2.God's covenant with other the Patriarchs (Noah, Jacob/Israel, Moses).	-Identify the God's plan to save his nation -Explain the role of each patriarch in the salvation history. -Detecting and appraising different calls from God. -Respect call of other	-Group discussion about the life, call and covenant of other patriarchs such as Noah, Jacob and Moses. -Make a role-play of calls and covenants	Bible, pictures, photographs, films about Patriarchs and Prophets	6
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		SUMMATIVE EVALUATION	persons and participate in Christian activities	between God and patriarch to grasp their spiritual meaning. Links		
WEEK2 28/4-02/05/2025	UNIT 13 Population census	Population census 1. Definition of population, 2. Population census and its importance 3. How is population census conducted? 1. Factors of population increase/ decrease. 2. Effects of population 3. Increase/decrease and measures to control high/low population increase in our district SUMMATIVE EVALUATION	-Define population, population Census. -Find out some measures of controlling population -Acknowledge the importance of population census and cooperate in giving information -Identify effects of over population -Find out some measures of controlling population - Show concern about population	-Pupils will act a scene in class conducting a population census. -Discuss in groups effects and measures of controlling over/under population then make presentations to the class followed by questions and answers. Links	Illustrations related to population distribution, photos, and videos.	6
WEEK 3	UNIT 14	1. Basic concept about	-Memorize 10 Hadiths	-Learners in a	Qur'an, The Forty	

5-9/05/2025	Hadith in Islamic Faith	<p>Hadiths</p> <p>2.Genuineness of Hadiths (authenticity)</p> <p>3.The close relationship between hadiths and Qur'an.</p> <p>SUMMATIVE EVALUATION</p>	<p>from the Annawiy Book Entitled “ The Forty Hadith”</p> <p>-List some Hadiths that testify the source of Islamic Faith.</p> <p>-Identify the disciples of Muhammad who authentically transmitted Hadiths</p> <p>-Explain the importance of Hadiths in Islamic worship.</p> <p>-Describe the role of Muhammad’s disciple in keeping the originality of Hadith.</p> <p>-Distinguish hadith from the Qur'an.</p> <p>-Apply 10 Hadiths that increase good relationship among people selected from the Annawiy Book Entitled “The Forty Hadith”</p> <p>-Refer to the Hadiths in order to discern and to take decision in worshiping.</p>	<p>group discuss about Hadith as the second source of Islamic laws in worship.</p> <p>-Learners converse on Hadiths transmission from Muhammad to his disciples.</p> <p>-Talk about honesty of Muhammad’s disciple.</p> <p>-Presentation of results to the class.</p> <p>Links</p>	Hadith of Annawiy	6
WEEK 4 12-16/05/2025	UNIT 15	Transport 1.Types and means of transport in our	<p>-Give different types and means of transport</p> <p>-Explain different forms</p>	-In groups, pupils will draw different means of	illustrations of different types and means of	6

	Infrastructure	District. 2.Importance of transport 3.Difficulties and dangers related to transport in our district. 4.Measures to overcome those difficulties in our district.	of transport importance. -Find out dangers and difficulties of transport and measures to overcome them Explain different forms of transport and their importance. -Acknowledge the importance of transport in our district. -Show concern about proper use of roads.	transport display their drawings in the class. -Discuss in groups difficulties and dangers related to transport and measures to overcome them. -Then make a presentation to the class followed by questions and answers.	transport and communication	
		Communication 1.Types and means of communication in our district. 2.Importance of communication in our district. 3.Difficulties and dangers related to communication in our district.	-Give different types and means of communication. -Explain different forms of communication and their importance. -Find out dangers and difficulties of communication and measures to overcome them -Acknowledge the importance of communication in our district.	-Pupils will work in a group to identify acceptable behaviors in the road and make a presentation to whole class followed by questions and answers - In groups pupils will draw different means of communication and display their drawings in the class.	illustrations of different types and means of transport and communication	

		<p>4.Measures to overcome those difficulties</p> <p>SUMMATIVE EVALUATION</p>	<p>-Show concern about proper public communication</p>	<p>-Discuss in groups difficulties and dangers related to communication and measures to overcome them, then make a presentation to the class followed by questions and answers.</p>		
<p>WEEK 5</p> <p>19-23/05/2025</p>	<p>UNIT 16</p> <p>The Blessed Virgin Mary</p>	<p>1.The Blessed Virgin Mary role in the salvation and redemption.</p> <p>2.The place of the Blessed Virgin Mary in the Catholic Church tradition</p> <p>3.Mary's protection and Intercession.</p> <p>4.Devotion and veneration of Mary</p> <p>SUMMATIVE EVALUATION</p>	<p>-Know the place of the Blessed Virgin Mary in the Catholic Church.</p> <p>- Describe the role of the Blessed Virgin Mary in the Christian worship.</p> <p>-To appreciate the teachings about the Virgin Mary</p>	<p>-Basing on the passages of the Holy scripture, discuss about the blessed Virgin Mary, her life, her motherhood to Christ and to the Church, protection and intercession, her importance in the History of salvation and in Christian life.</p> <p>Role-play the major events in the life of the Blessed Virgin</p>	<p>Bible, Pictures, Photographs, Films about the Virgin Mary, Rosary</p>	<p>6</p>

				Mary in the History of Salvation		
WEEK 6 26-30/05/2025	UNIT 17 Islamic worship: Fasting Ramadan	<p>1.What is Ramadan, virtues of the month of Ramadan?</p> <p>2.Why fasting is necessary in Ramadan.</p> <p>3.Those who are exempted from fasting during Ramadan.</p> <p>4.How the timing of Ramadan is decided.</p> <p>5.The night of Decree, how to count and exploit</p> <p>SUMMATIVE EVALUATION</p>	<p>-Comment on the month Ramadan, how the period is decided.</p> <p>-Judge the role of fasting in Ramadan in changing Muslim attitudes.</p> <p>-Understand the rules of Fasting in Ramadan</p> <p>-Illustrate the virtues of Ramadan. Month.</p> <p>-Analyze the lunar calendar and how it is used to calculate the period of Ramadan.</p> <p>-Respect the period of fasting.</p> <p>-Appreciate Ramadan and its importance to Muslim all over the world. □</p> <p>-Respect those who fast</p>	<p>-In groups, students discuss fasting and related issues activities, present findings to the class.</p> <p>-They sketch the celebration of end of Ramadan.</p> <p>-Arrange old people to share experience with students of fasting.</p> <p>-Students watch video of the practices and night prayers in Ramadan.</p> <p>-In groups, Students discuss about the Virtues of the night of decree</p>	Qur'an, Hadith Books, Post paper, Colored pens, Video, and Video play	6

WEEK 7 2-6/06/2025	UNIT 18: Traditional Rwanda	Pre-colonial Rwanda. 1.Rwandan political organization in the pre –colonial period. 2.Rwandan social organization in the pre-colonial period. (Rwanda traditional culture, beliefs, customs, norms and values).	- Describe political, social and economic organization of pre-colonial Rwanda. -Explain how Rwanda was politically governed in the Pre-colonial era	-Individually pupils will do a research in their family about the political organization and administrative structure in the pre –colonial Rwanda and present their findings in class then make a summary. -Role-play in class how barter trade was carried out in pre-colonial Rwanda	Traditional crafts, illustrations of different political, social and economic activities in pre-colonial Rwanda, resourceful person.	6
					Traditional crafts,	

		<p>1.Rwandan economic and commercial activities in the precolonial period. (Rwanda traditional crafts traditional agriculture).</p> <p>2.Comparison between traditional and modern agriculture traditional and modern trade</p> <p>SUMMATIVE EVALUATION</p>	<p>-State the importance political, social and economic activities in the pre-colonial Rwanda.</p> <p>-Acknowledge the importance of political, social and economic organization in pre-colonial Rwanda.</p>	<p>-Discuss in groups</p> <p>-Traditional and modern economic activities then make a presentation to the class followed by questions and answers</p>	<p>illustrations of different political, social and economic activities in pre-colonial Rwanda, resourceful person.</p>	
<p>WEEK 8</p> <p>9-11/06/2025</p>	<p>UNIT 19:</p> <p>Virtues according to the Qur'an</p>	<p>1.Be truthful (Aswid'q).</p> <p>2.Strive to be believable in society.</p> <p>3.Works of charity to the persons in need.</p>	<p>-Identify the importance of telling the truth for self and for society.</p> <p>-Recall the impacts of lying to society in general.</p> <p>-List basic works of charity to the persons in need.</p> <p>-Identify the rights of</p>	<p>-Debate to the impacts of truthfulness and consequences of lying in society.</p> <p>-Role playing that show work of charity to the persons in need..</p> <p>-Watching films</p>	<p>Qur'an, Hadith books, ICT tools, Products to be used in role-play about acts of charity</p>	6

		<p>4.Duties of children for the parents, teachers, leaders and colleagues.</p> <p>5.The rights of relatives and neighbors.</p> <p>SUMMATIVE EVALUATION</p>	<p>neighbors in Islam.</p> <p>-Compare effects of lying with effects of telling the truth to society.</p> <p>-Explain the characteristics of politeness and obedience between people.</p> <p>-Plan and perform works of charity.</p> <p>-Describe the rights of neighbors.</p> <p>-Be truthful (A swid'q).</p> <p>-Strive to be believable in society.</p> <p>-Works of charity to the persons in need</p>	<p>about works of charity that Muslims perform during Ramadan month (helping the poor, visiting the sick in hospital, building houses for homeless people.</p> <p>-In groups, Learners discuss about the rights of relatives and neighbors.</p>		
12-13/6/2025	REVISION					
WEEK 9 16-20/06/2025	EXAMS					
WEEK 10 23-27/06/2025	FILLING ACADEMIC REPORT					