

PSYCHOLOGY SYLLABUS

S4-S6

COMBINATION: HISTORY-LITERATURE IN ENGLISH-PSYCHOLOGY

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FOREWORD

Rwanda Basic Education Board (REB) is honored to avail the Psychology Syllabus for History-Literature in English-Psychology Combination in Upper Secondary. This syllabus serves as official guide to teaching and learning Psychology in general education.

The ambition to develop a knowledge-based society and the growth of regional and global competition in the job market has necessitated the shift to a competence-based syllabus. With the help of the teachers, whose role is central to the success of the syllabus, learners will gain appropriate skills and be able to apply what they have learned in real life situations. Hence, they will make a difference not only to their own lives but also to the success of the nation.

The Ministry of Education, through Rwanda Basic Education Board (REB, has introduced the Psychology subject in upper secondary education level, to ensure that the curriculum responds to the needs of the learners and the society. It ensures consistency and coherence in the delivery of quality education to equip learners with required knowledge, skills, attitudes and values that they need to understand human behaviour and mental processes; to sensitize parents and the community on impact of home environment on child growth and development; to act as a role model in inculcating positive attitudes, challenge negatives motives among individuals of different ages and in different social contexts; to manage their stress and conflicts towards a society with improved people's mental health in general.

I wish to sincerely extend my appreciation to the people who contributed towards the development of this Psychology Syllabus. Any comment or contribution towards the improvement of this syllabus for the next edition is welcome.

Director General

Dr. MBARUSHIMANA Nelson

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My thanks go to the Rwanda Basic Education Board staff particularly those from Curriculum, Teaching and Learning Resources Department (CTLRD) who were involved in the whole process of Syllabus development from its inception.

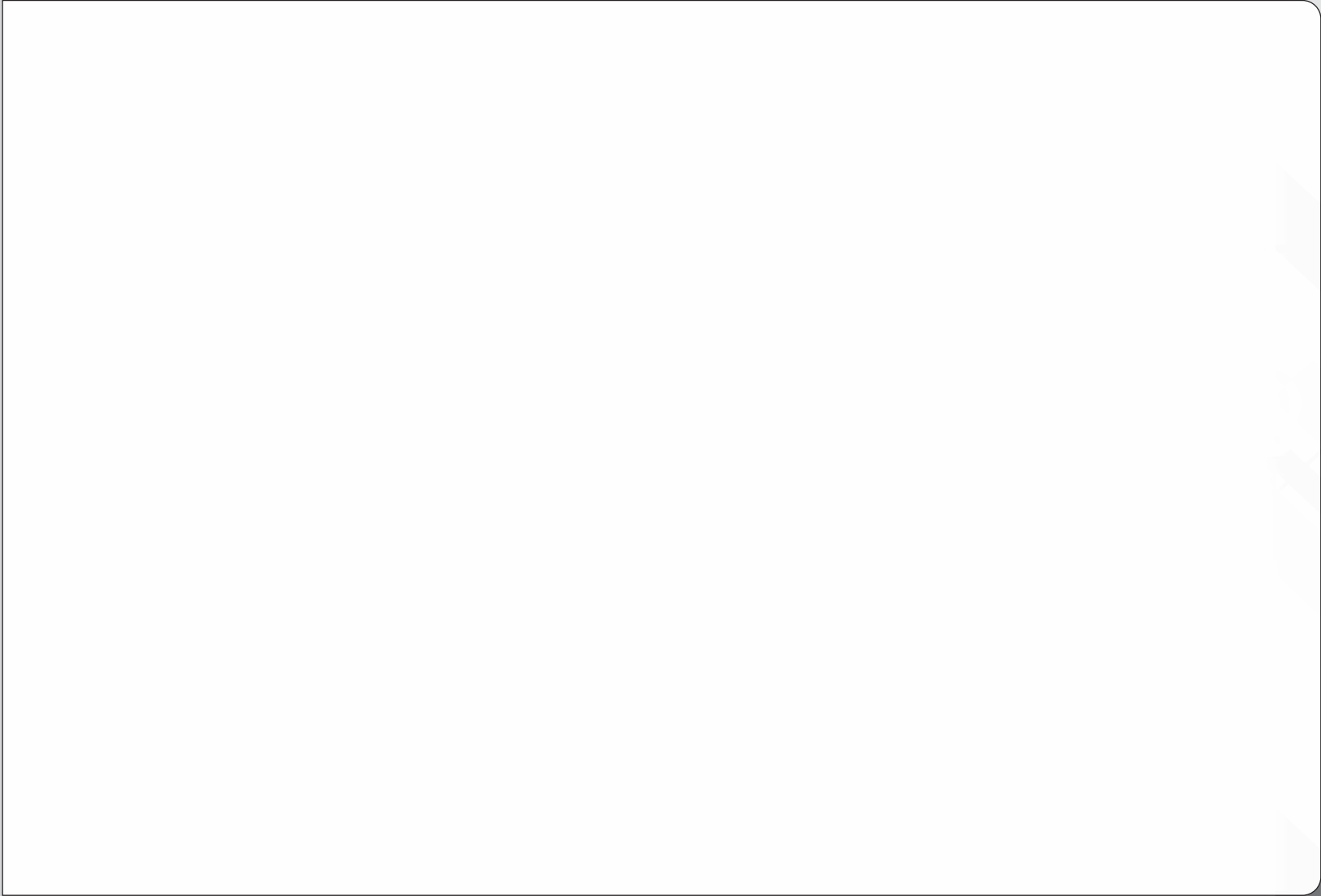
Head of CTLRD

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1.INTRODUCTION

1.1. Background to curriculum development

National Strategic for Transformation (NST1) states that Rwanda to become knowledge-based economy; one of the targets is to avail a competent and skilled workforce with capable and performing organizations. The Education Sector Strategic Plan (2018/19–2023/24) accommodates new thinking and policy directions that will support Rwanda’s aspirations for transformation from a predominantly agrarian-based, low-income economy to an industrial upper middle-income nation by 2035. This vision is premised on the ability of Rwanda’s education system to produce enough and appropriately skilled workforce capable of realizing this aspiration, as well as upgrading the skills and competences of the existing workforce.

In reference to the curriculum framework from pre-primary to upper secondary 2015, the development process of Psychology syllabus is aligned with a competence-based approach instead of knowledge-based learning that normally influenced passivity of the students in learning. Emphasis is no longer on the mere acquisition of passive knowledge but also on the development of skills and attitudes required to make the student competent in the application of knowledge and on streamlining the coherence within the existing content by benchmarking with syllabi elsewhere with best practices. The psychology syllabus guides the interaction between the teacher and the student in the learning processes and highlights the essential competences a student should acquire during and by the end of each unit of learning.

1.2. Rationale for teaching and learning Psychology

1.2.1. Psychology and Society

Essentially, psychology helps people in large part because it can explain why people act the way they do. With this kind of professional insight, a psychologist can help people improve their decision-making, stress management and behavior based on understanding past behavior to better predict future behavior. All of this can help people have better relationships, more self-confidence, overall better communication and a more successful career. The subject of Psychology is paramount important in Rwanda given its history that climaxed in the 1994 genocide against Tutsis impacting the people’s mental health in general. This subject will produce graduates with required competences in psychology who will contribute to the development of the country and play a very vital role in raising awareness around mental health and an imminent need concerns the large gap between demand and supply in the domain of healing from psychological disorders in particular.

1.2.2. Psychology and learners

Psychology subject is a good choice for students who want to work with people and are interested in understanding human behavior and mental processes. Psychology gives students a sense of liberty to decide their own behavior. Awareness of one's attitude, values and personality is empowering as this will serve as a foundation to developing sense of 'self'. Helpful skills for psychology majors include open-mindedness, critical thinking, problem solving and effective communication abilities. By learning how humans behave, students can apply some of the lessons to their own lives and potentially learn about themselves, too. Therefore, this subject is for people who can handle stress, social dilemmas and high-pressure situations. This would also prompt students to take some precautionary measures to avoid harming themselves and/or others.

1.3. Competences

Competence is defined as the ability to use an appropriate combination of knowledge, skills, attitudes, values and behavior to accomplish a particular task. That is the ability to apply learning with confidence in a range of situations. Basic competences are addressed as broad subject competences and key competences embodied in the curriculum on a year basis and in clearly defined units of learning. The generic competences, basic competences that must be emphasized and reflected in the learning process, are briefly described below and teachers will ensure that students are exposed to tasks that help their students acquire the skills.

1.3.1. Generic Competences

- **Critical and problem solving skills:** The acquisition of such skills will help students think imaginatively, innovatively and broadly to evaluate and find solutions to problems encountered in their surroundings.
- **Creativity and innovation:** The acquisition of such skills will help students to take initiative and use imagination beyond the knowledge provided in the classroom to generate new ideas and construct new concepts.
- **Research:** This will help students find mitigating strategies to existing psychosocial problems and use the findings in the prevention of potential stressing situations and deviant behaviors.
- **Communication:** As psychological interventions are based on an effective communication, teachers should communicate clearly and confidently and convey ideas effectively to help students acquire both interviewing and listening skills that are key in all interpersonal communication.

- **Cooperation, inter-personal management and life skills:** Learners are engaged in collaborative learning to promote higher achievement rather than developing competitiveness of individual learners. This will help them to cooperate with others as a team in whatever task assigned and to practice positive ethical moral values and respect for the rights, feelings and views of others.
- **Lifelong learning:** The acquisition of such skills will help learners to make further learning and improve knowledge and skills with minimum external support and to cope with evolution of knowledge for personal fulfillment in acquisition of new skills.

1.3.2. Broad Psychology Competences

At the end of Psychology course, students should be able to:

- Apply psychological theories and thoughts to provide solutions mitigating human development problems.
- Analyse the interactions of physiological and psychological functions on behavioural processes of human beings within the physical and social environment
- Educate parents and the community on the fundamentals of providing a proper home environment to foster child growth and development.
- Interpret different personality traits and how they influence behavior, thought, motivation, and emotion in a human being
- Use theories and principles of learning to deal with behavioral changes
- Act as a role model in inculcating positive attitudes and challenge negative motives among individuals
- Apply social psychology theories in the social context of development;
- Engage collaboratively in conflict resolution based on individuals' differences, intra and intergroup relationships and problems
- Apply appropriate approaches to prevent the occurrence and worsening of psychosocial issues.

1.3.3. Psychology and developing the competences

The national policy documents basing on national aspirations identify some “basic Competences” alongside the “Generic Competences”

that will develop higher order thinking skills and which will help subject learning and application of what has been learnt in real life situation. Through understanding, appreciation and presentation of information during the learning process, the student develops not only deductive and inductive skills but also communication, critical thinking and problem solving skills in trying to make inferences and conclusions. Develop ability to discern and grasp attitudes, values, feelings and ideas illustrated in scientific works not only analytically but also innovation, creativity and research. Group work and cooperative learning of Psychology promotes interpersonal relations and teamwork. Learning Psychology prepares responsible citizens who are informed, sensitive with the ability to critique and appreciate the methods used in the prevention and management of psychosocial issues and improvement of wellbeing at large.

2. PEDAGOGICAL APPROACH

2.1. Role of the Student

The change to a competence-based curriculum is about transforming learning to ensure that it is deep, enjoyable and habit-forming. It changes the reason for learning from *memorizing for the sake of a test* to *applying information in daily life situations*. Students must both *learn* psychological principles and theories but also *experience* them by having teachers who utilize scientifically recognized teaching methods and practices. The minimum is to ensure that students are actively involved in the learning process through a high degree of participation, contribution and production. They will take into account the fact that each student is an individual with a unique pace of learning, experience and ability. Learner-centered education will be predominantly practiced to involve full participation of students under guidance of the teacher.

In the competence-based syllabus, the student is the principal actor of his/her education. S/he is not an empty bottle to fill. Taking into account the existing capacities and abilities of the student, the syllabus suggests some activities under each unit that the student should undertake to ensure s/he becomes actively involved in the learning process. The teaching and learning processes will be tailored towards creating a friendly and engaging environment basing on the capabilities, needs, experiences, and interests of the students.

Below are some of the roles and the expectations of the students as to:

- Construct understandings through active participation in learning activities which will be done either individually or in groups;
- Be asked to share their own experiences in order to relate the learning to their personal lives and activate their prior knowledge on a given topic;

- Be able to apply the psychological theories and principles that they study in a classroom context in relation to the society/community that they will be qualified to serve;
- Work on one competence at a time in form of concrete units with specific learning objectives (knowledge, skills and attitudes);
- Do research and present their findings to enhance their own understanding and share their learning with others;
- Cooperate with their peers by working in heterogeneous groups to increase cooperation, tolerance, communication, social skills and understanding;
- Advocate for their learning needs by asking questions, making requests, and expressing their opinions freely;
- Be responsible for their own learning and ensuring the quality of their work.

2.2 .Role of the teacher

In the competence-based syllabus, the teacher is a facilitator, organizer, advisor, conflict solver, role model, and resource person who prepares for and guides students through a variety of learning experiences aiming at certain objectives. The specific duties of the teacher in a competence-based approach are the following:

- S/he is a facilitator: The teacher's role is to provide opportunities for students to solve challenging problems with appropriate effort. This requires thoughtful preparation to plan the activities, create/gather the needed materials, and set strategies for conducting activities in the most effective way. The teacher is expected to design tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- S/he is an organizer: The teacher's role is to organize the students in the classroom or outside and engage them in the learning processes using participatory and interactive methods and a variety of groupings. To ensure that the learning is individualised, relevant and appropriate for the students, the teacher must identify the needs and abilities of the students and then shape learning experiences accordingly.
- S/he is an advisor: The teacher's role is to provide guidance and counseling for students in need. By creating a peaceful and friendly environment and valuing students' contributions in class activities, the teacher will provide encouragement and build the confidence of students.

- S/he is a conflict-solver: When completing group work, members of a group may have problems such as distribution of tasks, opposing points of view, etc. The teacher's role is to ensure that students find constructive ways to resolve these conflicts and build students' cooperative skills in the process. It is the teacher's job to ensure that no student is harassed, bullied, humiliated and discriminated so that they can learn to their full potential in a peaceful and supportive environment.
- S/he is a role model: The teacher's role is to be a positive example both in and outside the classroom in particular and school as well as the community at large. S/he is ethical and preaches by examples by being impartial, encouraging, and caring for individual needs, especially for slow learners and those with physical impairments; by providing special assistance such as remedial activities or reinforcement activities. The teacher is expected to utilize modern teaching practices and put into practice all the strategies that s/he expects students to deploy.
- S/he is a resource person: The teacher's role is to gather and create materials (i.e. articles, handouts, videos, case studies, games and sports) which will inform students about the topic. As students interact with these materials, the teacher's role is to move around and observe student's work and provide clarifications or support when necessary.

2.3. Special needs education and inclusive approach

All Rwandans have the right to access education regardless of their different needs. This provision is underpinned by the principle that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of special needs education. The critical issue is that we have students who are totally different in their ways of living and learning as opposed to the majority. The difference can either be caused by emotional, physical, sensory and intellectual learning challenges.

These students equally have the right to benefit from the compulsory basic education in nearby schools. Therefore, the school's role is to enroll them, assess their Special Educational Needs (SEN) and set up suitable strategies and resources to provide appropriate support for them. Assessment strategies and conditions should also be adapted to the educational needs of these students.

Detailed guidance for each category of students with special education needs is provided for in the teachers' guide. The Psychology teacher is advised to work closely with the Specialist in Special Needs and Inclusive Education to provide appropriate support to any identified student with SEN.

3. ASSESSMENT APPROACH

Assessment is the process of collecting and interpreting evidence of a student's individual progress in learning and using the results to adjust and improve teaching-learning approaches. Teachers assess students in order to determine their competence-level by measuring whether the student can demonstrate knowledge, skills, and values to the expected standard. Assessment is an integral part of the teaching learning process because it informs teachers and students what they need to do to increase their competences. When implementing a competence-based curriculum, assessment must also be competence-based. This is done by giving students a complex task related to his/her everyday life and asking him/her to try to overcome the situation by applying what s/he has learned.

All the three aspects of a competence must also be assessed.

- **Knowledge and understanding:** Does the student demonstrate an understanding of the psychological concepts, terminologies, principles and theories?
- **Practical skills:** Is the student able to apply psychological principles and theories in practical situations?
- **Attitudes and values:** Does the student embody the dispositions expected of a professional psychologist and cooperate well with other stakeholders? Can the student articulate and defend the rationale of best practices in education so as to inspire people and the wider community?

3.1. Types of Assessment

3.1.1. Formative Assessment

Formative assessment helps to check the efficiency of the process of learning. It is done within the teaching/learning process. Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning his/her lesson, he/she should establish criteria for performance and behavior changes at the beginning of a unit. Then at the end of every unit, the teacher should ensure that all the students have mastered the stated key unit competences basing on the criteria stated before going to the next unit. The teacher will assess how well each learner masters both the subject and the generic competences described in the syllabus and from this, the teacher will gain a picture of the all-round progress of the learner. The teacher will use one or a combination of the following: (a) Observation (b) pen and paper (c) oral questioning.

3.1.2. Summative assessment

When assessment is used to record a judgment of a competence or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a student's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether learning objectives have been achieved and to use the results for the ranking or grading of students, for orientation in a specific programme, for deciding on progression, for selection into the next level of education and for certification. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competences.

Comprehensive assessment average marks by grade (Senior 4 to Senior 5) will contribute 10% of the final national examination but will be progressively increased as teachers gain more experience and confidence in assessment techniques.

3.2. Item writing in summative assessment

Before developing a written test, exam, or question paper, a plan must be made which specifies what is to be tested or examined showing the units or topics included, the number of questions in each level of Bloom's revised taxonomy, and the marks allocation for each question. In a competence-based curriculum, questions/tasks which require higher levels of thinking, should be given more weight than those from knowledge and comprehension level.

Before developing a written exam, the item writer must ensure that the test questions are tailored towards competence-based assessment by doing the following:

- Identify topic areas, key unit competences, learning outcomes, and subject matter content to be tested using the subject syllabus;
- Set a variety of questions and tasks (short answer, matching, sorting, essay, etc.) which directly relate to the types of activities and content elaborated in the subject syllabus;
- Ensure that the verbs used in the formulation of questions and the tasks set do not require simple memorization or recall answers only but also test students' ability to organize, structure, and use information in context to solve complex problems in real-life situations.

3.3. Weighting of assessments

Assessment will be organized at the following levels: Comprehensive assessment (School-based assessment, District-based assessment,

National-based assessment) and National examinations.

Category of assessment	Level of assessment	Weight
Comprehensive assessment	School based assessment	10%
	District based assessment	
	National based assessment	
National examination		90%

3.4. Structure and format of the examination

There will be one paper in Psychology subject. An examination paper will consist of three sections, “A”, “B” and “C”.

Section A

All questions in section “A” will be compulsory and will require clear and brief answers. This section will carry 40 marks. The questions will be set to give candidates the opportunity to read extensively and express informed, critical thinking, innovative and creative and relevant responses to issues relating to the overall learner’s level of knowledge, understanding and comprehension of the syllabus topics and objectives.

Section B

This section will be general in nature and require candidates to draw on their knowledge from across the syllabus while demonstrating an ability to explain, discuss, examine, apply, analyse, synthesise, evaluate, describe and show support for significant issues related to Psychology. This section will carry 30 marks and learners will answer a given number of questions as instructed. The ability to convey a sustained and well thought out argument will be credited.

Section C

This section will be specific in nature and require candidates to draw on their knowledge from across the syllabus while demonstrating an ability to design, invent, create, produce, devise, develop, propose, generate, reconstruct, plan, and apply significant issues related to

Psychology. This section will carry 30 marks and learners will answer a given number of questions as instructed.

3.5 Record keeping

This is gathering facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standard. Whatever assessment procedures used shall generate data in the form of scores which will be carefully recorded and stored in a portfolio because they will contribute to remedial actions, for alternative instructional strategy and feed-back to the learner and to the parents to check the learning progress and to advice accordingly or to the final assessment of the students.

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

3.6. Reporting to Parents

The wider range of learning in the Competence- based curriculum means that it is necessary to think again about how to share students' progress with parents. A single mark is not sufficient to convey the different expectations of learning highlighted in learning objectives. The most helpful reporting is to share what students are doing well and where they need to improve.

In addition to the school report, student's portfolio containing students' results, behavior, and the report from a team of all concerned teachers about the progress of students will be shared to parents for them to provide feedback to the school administration.

4. RESOURCES

4.1. Materials needed for implementation of this syllabus

Below is a list which shows the main materials and equipment needed in the learning and teaching process for Psychology:

- **Materials to encourage group work activities and presentations:** manila papers, markers, flip chart papers, task cards, handouts, case studies, posters of the evolution of human being;
- **Materials to enhance research skills:** textbooks, printed articles, videos, website content from reputable/professional education organizations;
- **ICT materials:** computers (desktops & laptops) and projectors, white boards, tablets and smart phones so that students and teachers can view videos and internet content to enhance the teaching and learning process and facilitate further research of information. The technology used in teaching and learning of Psychology must be regarded as a tool for enhancing the teaching and learning process and not to replace teachers.

4.2. Human Resources

For effective and efficient teaching of this Psychology syllabus, it is to be noted that:

- The teacher responsible for the course should be a well-trained psychologist with advanced skills in competence- based pedagogy;
- The teacher will need to collaborate with other educational stakeholders and community resource persons in order to arrange classroom visits, study tours, and interviews/guest speakers with teachers.

In addition, the teacher of Psychology should have the following skills, values and qualities:

- Engage learners in a variety of learning activities;
- Use multiple teaching and assessment methods, techniques and approaches;
- Be an objective assessor of the learner's performance and demonstrate strong leadership skills;

- Adjust instruction to the level of the learners;
- Have creativity and innovation in the teaching and learning process;
- Be a good communicator and organizer;
- Be a guide/ facilitator and a counselor;
- Make useful link of Psychology with other subjects and real-life situations;
- Have a good mastery of Psychology content;
- Have good classroom management skills;
- Have some basic skills and knowledge of special needs education;
- Be able to modify the methodology to accommodate the diverse needs of the learners in the class;
- Be well organized and able to effectively manage his/her tasks and the time.

5. SYLLABUS UNITS

5.1. Presentation of the structure of the Syllabus Units

Psychology is developed to be taught and learnt in advanced level of secondary education, i.e. in S4, S5 and S6 in the option of History-Literature –Psychology. At every grade, the syllabus is structured in topic areas, sub-topic areas and then further broken down into units to promote the uniformity, effectiveness and efficiency of teaching and learning Psychology.

The units have the following elements:

1. Unit is aligned with the number of periods;
2. Each Unit has a key unit competence whose achievement is pursued by all teaching and learning activities undertaken by both the teacher and the learners;
3. Each key unit competence is broken into three types of Learning objectives as follows:
 - a) *Type I*: Learning objectives relating to knowledge and understanding (*Type I* Learning objectives are also known as Lower Order Thinking Skills or LOTS)
 - b) *Type II and Type III*: These are learning objectives relate to acquisition of skills, attitudes and values (*Type II and Type III* Learning objectives are also known as Higher Order Thinking Skills or HOTS) – These Learning Objectives are actually considered to be the ones targeted by the Competence Based Curriculum.
4. Each unit has a content which indicates the scope of coverage of what to be taught and learnt in line with stated learning objectives;
5. Each unit suggests a non-exhaustive list of learning activities that are expected to engage, as much as possible, learners in an interactive learning process (learner-centered and participatory approaches);
6. Finally, each unit is linked to other subjects, its assessment criteria, and the materials (or resources) that are expected to be used in teaching and learning process.

The Psychology syllabus has, in total, 7 main topic areas, 14 subtopic areas, 27 units and 738 periods. These units are distributed as follows:

- Senior four: 7 units with 248 periods

- Senior five: 10 units with 243 periods
- Senior six: 10 units with 247 periods

5.2. Psychology Syllabus for Senior Four

5.2.1.Key competences at the end of S4

At the end of S4, students should be able to:

- Analyse the nature and scope of Psychology
- Justify thoughts imbedded in schools of Psychology
- Relate branches of Psychology to different working and living fields
- Demonstrate an understanding of introduction to human development
- Apply principles and theories of human development in real life situations
- Apply skills gained during human developmental milestones based on observation of physical, cognitive, language and socio-emotional skills.
- Examine the factors of human development

5.2.2. Syllabus Units for Senior Four

SUBJECT: PSYCHOLOGY			SENIOR 4	OPTION : HLP
TOPIC AREA: GENERAL PSYCHOLOGY			SUB TOPIC AREA: Introduction to Psychology	
Unit 1: Nature and scope of Psychology			No. of periods : 23	
Key unit competence: Analyze the nature and scope of Psychology				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the key concepts of Psychology - Explain the evolution of human behavior - Illustrate the link between Psychology and other sciences. - Explain the meaning, importance and nature of Psychology 	<ul style="list-style-type: none"> - Use concepts of psychology when describing human behavior - Comment and debate on issues of Psychology - Construct and formulate the new meaning of Psychology. - Prove the use of Psychology in our daily life. - Relate Psychology to other sciences. 	<ul style="list-style-type: none"> - Value the reason of understanding concepts of Psychology. - Internalize the thoughts from the past and the present of Psychology to learn about its future - Defend the relevance of Psychology in our daily life. 	<ul style="list-style-type: none"> • Keys concepts of Psychology - Psychology, - Mental processes Mind, - Behavior, - Personality, - Emotion - Intelligence, - Motivation, - Perception - Sensation, - Memory, - Learning. 	<ul style="list-style-type: none"> - Students make a concept map of their understanding on the meaning of Psychology and its concepts - Students watch the pictures of prominent psychologists and judge their contributions in the development of Psychology - In groups, students discuss and present the early psychological thoughts and beginnings of modern Psychology - Students write essays about the evolution of Psychology

			<ul style="list-style-type: none"> • History of Psychology - Background and origins of psychology; - Key figures in Psychology - Psychology as a science - Importance of Psychology - Relationship of Psychology and natural sciences - Psychology and social sciences and humanities 	<ul style="list-style-type: none"> - Students are given some roles played by psychologists in the society and they brainstorm other roles in the areas of psychology. - In groups, students discuss links between Psychology and other sciences and present findings in plenary session
<p>Assessment criteria: Students are given tasks to establish the relationship between psychology and other sciences based on its nature and scope</p>				
<p>Links to other subjects : History, General studies and Communication Skills,</p>				
<p>Materials: Flip chart, markers, flash cards, psychologist profiles, handouts describing concepts of psychology, internet</p>				

SUBJECT: PSYCHOLOGY			SENIOR 4	OPTION :HLP
TOPIC AREA: GENERAL PSYCHOLOGY			SUB TOPIC AREA: Schools and branches of Psychology	
Unit 2: Schools of Psychology			No. of periods : 30	
Key unit competence: Justify thoughts imbedded in schools of Psychology				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> - Explain different thoughts in schools of psychology that have influenced in the understanding of Psychology by different psychologists - Describe the key points of different schools of Psychology developed by different psychologists - Summarize different thoughts found in schools of Psychology - State the implications of schools of Psychology in a given society 	<ul style="list-style-type: none"> - Compare and contrast thoughts of different schools of Psychology - Create sustained, coherent arguments based on thoughts developed by different psychologists - Make a reflection on others' works, ideas to sort out which is best for societal benefits. 	<ul style="list-style-type: none"> - Appreciate different thoughts imbedded in schools of Psychology - Display confidence in judging thoughts imbedded in the school of Psychology 	Schools of psychology <ul style="list-style-type: none"> - Structuralism (Wundt) - Functionalism thoughts (William James) - Behaviorism (Watson, Pavlov) - Gestalt psychology (Wertheimer, Kohler, Koffka) - Psychoanalytic school (Sigmund Freud) - Humanism (Carl Rogers & Abraham Maslow) - Cognitivism (Jean Piaget) 	<ul style="list-style-type: none"> - Students, individually or in groups, read, summarise and present information about schools of psychology from different books; either in library or on internet. - Students, individually or in groups, watch videos about schools of Psychology and share their observations. - Students share ideas in different groups; related to different thoughts imbedded in schools of Psychology. - Students explain thoughts imbedded in schools of Psychology throughout the presentations. - Students compare and contrast thoughts of different schools of Psychology through open discussions and develop related essays. - Students create activities from different thoughts imbedded in school of Psychology

				<ul style="list-style-type: none"> - Students act out different strategies to sustain the wellbeing of their communities based on skills from schools of Psychology through different projects, in clubs and drama.
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Assessment criteria: *Students can write an essay highlighting thoughts imbedded in various schools of Psychology*

Links to other Subjects : *General Studies and Communication Skills, History, Languages, Geography*

Materials: *Handouts and videos about different schools of Psychology, fact sheets about different schools of psychologists, internet, flash cards, flip charts, wall charts with graphics to represent different thoughts imbedded in schools of Psychology.*

SUBJECT: PSYCHOLOGY			SENIOR 4	OPTION: HLP
TOPIC AREA: GENERAL PSYCHOLOGY			SUB TOPIC AREA: Schools and branches of Psychology	
Unit 3: Branches of Psychology			No. of periods : 15	
Key unit competence: Relate branches of Psychology to different working and living fields				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> - Explain different branches of Psychology - Identify different branches of Psychology 	<ul style="list-style-type: none"> - Compare and contrast different branches of Psychology - Describe how branches of Psychology contribute to the understanding of human behavior. - Describe the importance of branches of Psychology in the society 	<ul style="list-style-type: none"> - Having the inspiration of psychologists to different living fields in a society. - Appreciate the knowledge of the major branches of Psychology 	<ul style="list-style-type: none"> • Branches of Psychology <ul style="list-style-type: none"> - Developmental Psychology, - Clinical Psychology, - Cognitive Psychology, - Educational Psychology, - Health Psychology, - Forensic Psychology, - Family Psychology, - Child Psychology. - Social Psychology • Contribution of branches of psychology to the understanding of human behavior 	<ul style="list-style-type: none"> - Students individually, conduct research on different branches of Psychology and in groups, share ideas about branches of Psychology and then present findings in plenary sessions. - Students take time to go through each branch of Psychology, discuss its importance and share ideas during plenary sessions - Students match branches of Psychology with their descriptions using different flashcards, and provide examples of each branch of Psychology. - Students conduct research to discover how branches of Psychology contribute to the understanding of human behavior and then present their findings. - Students hold a debate on places where psychologists work.
Assessment criteria: Students can write an essay distinguishing branches of Psychology and how they contribute to the understanding of human behavior and individuals support.				
Links to other subjects: History, Biology, Geography, Physics, Languages, Applied Mathematics ...				
Materials: Flip chart, markers, handouts describing branches of Psychology, examples of psychological research, charts with scientific method, internet				

SUBJECT: PSYCHOLOGY			SENIOR 4	OPTION : HLP
TOPIC AREA: HUMAN DEVELOPMENT			SUB TOPIC AREA: Basics of Human development	
Unit 4: Introduction to Human Development			No. of periods : 25	
Key unit competence: Demonstrate an understanding of introduction to human development				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Define terms of developmental psychology - Identify human developmental domains - Explain basic functions of the brain and the link with motivation and emotions 	<ul style="list-style-type: none"> - Compare and contrast meanings of developmental psychology terms - Relate periods of development with those said in Rwandan Culture - Classify skills according to developmental domain - Describe systems that allow the brain to interact with the environment 	<ul style="list-style-type: none"> - Value the study of developmental psychology - Make judgments on principles of growth and development across life span. - Appreciate the human development in different domains - Appreciate roles that the limbic and frontal regions of the brain play during emotion processing 	<ul style="list-style-type: none"> • Key concepts of human development <ul style="list-style-type: none"> - Development, - Growth, - Stages of development, - Developmental milestones - Stimulus, - Reflex - Maturation, - Heredity, - Environment, - Sensitive period of development - Critical period of development • Principles of human development <ul style="list-style-type: none"> - Cephalo-caudal principle, - Proximo-distal principle, - Orthogenetic principle - Development is gradual and continuous - Development is sequential 	<ul style="list-style-type: none"> - Students make a concept map of terms related to developmental psychology - Students discuss and document implications of different developmental principles in their books; they come up with their views and present them in plenary session. - Students match skills to corresponding developmental domains - Students conduct a discussion on how developmental domains are interrelated - Students watch a video on child development and they classify the observed skills under an appropriate developmental domain

	<ul style="list-style-type: none"> - Select some of the social effects resulting from a typical emotional processing - Summarize periods of development based on described behaviors at a given period of time. 		<ul style="list-style-type: none"> - The rate of development is not uniform - The development proceeds from general to specific - Principle of interaction (heredity and environment) • Human developmental domains <ul style="list-style-type: none"> - Physical development, - Cognitive development, - Social-emotional development, - Language development. • Periods of human development <ul style="list-style-type: none"> - Prenatal period, - Infancy - Toddlerhood, - Early Childhood, - Middle Childhood, - Adolescence, - Early Adulthood, - Middle Adulthood, - Late Adulthood. • Brain and development <ul style="list-style-type: none"> - Brain Basics and functions - Parts of the brain: cerebellum, brain stem, cerebrum - Brain hemispheres - Brain lobes, <p>Key messages for parents and caregivers about their role in children's brain development</p>	<ul style="list-style-type: none"> - Students watch a video about the brain development (basic functions and role of the different sections of the brain) and draw a brain map with its architecture. - Students, through the gallery work, observe different charts of brain structure, draw them, discuss their structure and present the findings - Students debate roles that the limbic and frontal regions of the brain play during emotion processing
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Assessment criteria: *Students can write an essay describing human development by connecting them to their own development. They can also write essays on how the brain functions impact on human behavior in relation to the environmental settings.*

Links to other subjects : *Geography, Biology, Social Studies and Communication Skills*

Materials: *Flip chart, markers, flash cards, handouts with information about key terms of developmental psychology, internet*

SUBJECT: PSYCHOLOGY			SENIOR: 4	OPTION : HLP
TOPIC AREA: HUMAN DEVELOPMENT			SUB TOPIC AREA: Basics of Human Development	
Unit 5: Theories of human development			No. of periods : 40	
Key unit competence: Apply principles and theories of human development in real-life situations				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain the meaning of concepts necessary to understand the theories of human growth and development. - Describe theories of human development and their implications to lifelong situation. 	<ul style="list-style-type: none"> - Create scenarios to explain theories of human development. - Compare and contrast theories of human development 	<ul style="list-style-type: none"> - Appreciate that theories of development can be proven incorrect/ limited or correct by later research. - Display confidence in judging the merits of conflicting theories. 	<ul style="list-style-type: none"> • Key concepts of human development theories <ul style="list-style-type: none"> - Accommodation - Childhood - Egocentrism - Fixation - Object permanence - Unconsciousness • Theories of human development <ul style="list-style-type: none"> - Psychosexual (Sigmund Freud) - Psycho social development theory (Erick Erikson) 	<ul style="list-style-type: none"> - Students discuss key terms, the importance of theories of human development and how they change over time and share the findings in plenary. - Students read information about different theorists who contributed to human development and present one by one the findings.

- Describe the stages of development according to different theorists.

- Cognitive development theory (Jean Piaget),
- Attachment (Bowlby)
- Moral development theory (Laurence Kohlberg) ,
- Language development theory (Gesell, Nativist, Behaviourist, social interactionist)
- Psychomotor theory of development (Thelem, Fogel)

- Students explain how different theorists' ideas link to learning by writing short case studies with examples of behaviors in real life situations.
- Students make a chart to compare how different theorists conceive developmental periods.
- Students do research and gather more information about theorists they find most interesting and present findings to the whole class.
- Students debate which is the most helpful idea from the theorists they studied with justification

Assessment criteria: *Students describe different stages of human development according to specific theorists by giving examples of traits*

Links to other subjects: *General Studies and Communication Skills, Languages*

Materials: *Flip charts, markers, flash cards, handouts and videos about each theory/theorist, internet*

SUBJECT: PSYCHOLOGY			SENIOR 4	OPTION : HLP
TOPIC AREA: Human Development			SUB TOPIC AREA: Milestones and factors of human development	
Unit 6: Human Developmental Milestones			No. of periods : 87	
Key unit competence: Apply skills gained during human developmental milestones based on observation of physical, cognitive, language and socio-emotional skills				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain development milestones from conception up to advanced age - Describe what and how learning happens before birth - Identify the risk factors for women and infants during pregnancy and delivery 	<ul style="list-style-type: none"> - Classify milestones for each period of development - Create scenarios sequencing human developmental milestones from birth to advanced age 	<ul style="list-style-type: none"> - Appreciate the role of parents in supporting their child's development - Value the importance of prenatal care to support development - Appreciate that every stage of human development has positive and critical aspects 	<p>Key concepts (Milestones, Developmental domains, Prenatal, Conception, Zygote, Labor, Delivery, etc)</p> <ul style="list-style-type: none"> - Prenatal developmental milestones - Developmental milestones during Infancy and toddlerhood (Birth-3 years) - Developmental milestones during Early childhood (3-5/6 years) - Developmental milestones during Middle & Late childhood (6-12 years) - Developmental milestones during Adolescence (13-20/21 years) 	<ul style="list-style-type: none"> - Students make a concept map for the term "milestones" and give examples from daily life experiences - Students watch videos on how a fetus develops in the womb. - Students make a poster with the timeline of prenatal development - Students read about risk factors and advice for pregnant women then interview a health worker to get more information - Students watch videos and read handouts which cover milestones in cognitive, physical, language, and social/emotional development for each developmental stages

			<ul style="list-style-type: none"> - Developmental milestones during Adulthood (21-50/60 years) and - Developmental milestones during advanced age (60+) 	<ul style="list-style-type: none"> - Students observe children of those ages and try some activities to check if they are meeting the milestones - Students brainstorm ways to support development of skills across all developmental domains - Students sort skills by developmental domain and sequence - Students read and respond to case studies, assessing whether the child described is on track in development and providing recommendations - Students write an essay explaining what they have learned about child development can be applied in the classroom - Students interview adults about their experiences as adolescents and adults to see how their testimonies align or not with the characteristics of each stage
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Assessment criteria : *Students can explain human development milestones and describe ways of promoting development in different domains at each stage*

Links to other subjects : *Biology, General Studies and Communication Skills*

Materials : *Audio-visual materials, handouts, pictures, printed case studies, developmental charts, internet*

SUBJECT: PSYCHOLOGY			SENIOR 4	OPTION : HLP
TOPIC AREA: HUMAN DEVELOPMENT			SUB TOPIC AREA: Milestones and factors of human development	
Unit 7: Factors of human development			No. of periods : 35	
Key unit competence: Examine the factors of human development				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - List the factors that influence human development - Describe how human development is influenced by heredity and environment - Explain how heredity and environmental work together to shape a human being 	<ul style="list-style-type: none"> - Provide recommendations for actions supporting human development - Compare and contrast biological and environmental factors of human development - Debate on the effect of nature and nurture on human development 	<ul style="list-style-type: none"> - Value the role of a responsive community in supporting human development - Appreciate the fact that development is influenced by a complex interaction of factors - Respect human beings regardless their differences 	<ul style="list-style-type: none"> • Key terms - Nature, - Nurture, - Heredity, - Genes, - Environment, - Interaction, - Chromosomal abnormalities, - Toxic stress - Etc. 	<ul style="list-style-type: none"> - Students write down their own characteristics that make them unique and try to explain how they came to possess those characteristics (skill, ability, interest, trait, ...) - Students share in pairs what they see as the factors that had the greatest impact on their development then share to the plenary. - Students read handouts which explain the role of genes and chromosomes (DNA) then make a list of characteristics that are determined by biology

			<ul style="list-style-type: none"> - Biological factors (nature / heredity) - Function of genes and chromosomes in determining traits; - Genetic abnormalities/ disorders • Environmental factors (nurture / experiential) - Socializing agents, - Influence of physical /natural environment; - Impact of toxic stress - Impact of drug abuse on human development 	<ul style="list-style-type: none"> - Students research genetic abnormalities on internet and share the findings to the plenary - Students watch a video and read about temperament and the influence biology has on personality - Students make a chart of environmental factors that influence development and the implications of each - Students read case studies of different children and analyze heredity reasons and environmental reasons of their differences - Students read a handout about the contribution of physical environment to human health and development and answer guiding questions - Students search for case studies, analyse them and recommend actions for community to support the child's development - Students debate nature vs. nurture
<p>Assessment criteria : <i>Students can determine the biological and environmental factors that influence development and discuss how nature and nurture interact together to shape human behavior</i></p>				
<p>Links to other subjects : <i>Biology, Geography, Social Studies and Communication Skills</i></p>				
<p>Materials: <i>Audio-Visuals, handouts on factors of human development, chromosomal abnormalities fact sheet; printed case studies; internet</i></p>				

5.3. Psychology Syllabus for Senior Five

5.3.1.Key competences at the end of S5

At the end of S5, students should be able to:

- Demonstrate an understanding of how behavior, emotion, motivation and thought patterns define an individual
- Judge the necessity of modern trends of personality
- Assess different views of psychologists related to personality
- Classify personality typologies
- Examine the history of learning psychology
- Compare and contrast types of behavioral learning
- Develop a basic understanding of the nature and characteristics of memory processes and systems
- Assess how intelligence impacts human behavior patterns
- Justify how motives of learning contribute to acquisition of behavior
- Provide opinions on views laying in theories of learning

5.3.2. Syllabus Units for Senior Five

SUBJECT: PSYCHOLOGY			SENIOR 5	OPTION : HLP
TOPIC AREA: Personality			SUB TOPIC AREA: Introduction to personality	
Unit 1: Nature of personality in Psychology			No. of periods : 16	
Key unit competence: Demonstrate an understanding on how behavior, emotion, motivation, and thought patterns define an individual.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Define key concepts related to personality - Describe individuals' behavior based on different thoughts in typologies. - Enumerate the basis that makes people different - Explain how environment and family are factors to human personality development 	<ul style="list-style-type: none"> - Use concepts of personality when reading, discussing and talking about personality. - Justify the role of biological and environmental factors shaping personality - Link typologies to individuals' life style and behavior in real life 	<ul style="list-style-type: none"> - Develop an acceptance of working, dealing and living with all people in harmony. - Appreciate that theories of typologies can be proven incorrect/ limited or correct by later research. - Accept and adhere to individual differences. 	<ul style="list-style-type: none"> • Concepts of personality <ul style="list-style-type: none"> - Personality, - Nature, - Temperament, - Character, - Traits, - Patterns, etc • Typologies <ul style="list-style-type: none"> - Trait approach, - Classification of personality by Heymans and Wiersma, - Extrovert and introvert, - Personality preferences of Myers-Briggs. 	<ul style="list-style-type: none"> - Students brainstorm the concepts to be discussed and write their findings on flashcards and then present. - In pairs, students discuss how personality typology helps people and then share ideas during plenary session. - In groups, students discuss typology related terminologies, the importance of learning theories of typologies and how theories change depending on different thinkers.

	<ul style="list-style-type: none"> - Refer to characteristics of personality to accept individual differences 	<ul style="list-style-type: none"> - Justify the role of biological and environmental factors in shaping our personality. 	<ul style="list-style-type: none"> • Characteristics of personality <ul style="list-style-type: none"> - Openness. - Conscientiousness. - Extraversion. - Agreeableness. - Neuroticism. • Factors of personality: <ul style="list-style-type: none"> - Nature (Biological factors), - Nurture (Environmental factors) 	<ul style="list-style-type: none"> - Students make a chart to compare how different theorists conceive their typologies. Students have debate on the typology they find most preferred by them and justify their position. - Through think-pair-share technique students think individually, pair with their neighbors and after share in plenary what makes people different. Thus, they introduce their concepts to learn in the unit. - They highlight their views on characteristics of personality. They discover what make people's character. - Using a research work, students are asked to make further readings via books and or internet on what make characters of personality. - Students are asked to present their findings in their respective panels or groups. - Students brainstorm factors of personality, students read a handout about factors of personality and answer guiding questions.
<p>Assessment criteria: Students write an essay describing what defines and make uniqueness of an individual in terms of behavior, emotion, motivation and thought.</p>				
<p>Links to other subjects: General Studies, Languages</p>				
<p>Materials: Flip charts, markers, flash cards, handouts and videos about each theory/theorist, internet</p>				

SUBJECT: PSYCHOLOGY			SENIOR 5	OPTION : HLP
TOPIC AREA: Personality			SUB TOPIC AREA: Introduction to personality	
Unit 2: Modern trends of personality			No. of periods : 14	
Key unit competence: Judge the necessity of modern trends of personality				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain modern trends of personality 	<ul style="list-style-type: none"> - Justify with relevant examples why modern trends of personality are emerging in psychology. - Align to researchers in finding more information and knowledge about human behaviors 	<ul style="list-style-type: none"> - Consider the emerging trends of personality as new fields of work in psychology. - Take his/her own position and view towards modern trends of personality 	<ul style="list-style-type: none"> - Sex differences - Warmth, - Emotional stability, - Dominance, - Liveliness, - Social boldness, - Sensitivity and, - Openness to change. • Aggression - Definition, - Biological and Emotional Causes of Aggression, - How the Social Situation Influences Aggression, - Personal and cultural influences on aggression 	<ul style="list-style-type: none"> - Students are asked to use internet or read books on new trends in Psychology (The activity is given before the sessions) - The day of the first lesson, students are asked to present their findings - The teacher is asked to supplement their findings. Further readings by students are encouraged by the teacher in the following class sessions. - One by one, students are asked to take their views on each trend talking about how our personality is shaped by each of the modern trend.

			<ul style="list-style-type: none"> • Genetic aspects - Activity, - Passivity, - Fussiness, - Cuddliness - Responsiveness 	
<i>Assessment criteria: students write an essay judging how far modern trends of personality are explained.</i>				
<i>Links to other subjects : Biology, Social Sciences,</i>				
<i>Materials: : Handouts, pictures, printed journals, developmental charts, internet</i>				

SUBJECT: PSYCHOLOGY			SENIOR 5	OPTION :HLP
TOPIC AREA: Personality			SUB TOPIC AREA: Personality traits	
Unit 3: Theories of personality			No. of periods: 21	
Key unit competence: Assess different views of psychologists related to personality				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain personality theories - Identify different thoughts on personality according to different schools of thoughts and views. 	<ul style="list-style-type: none"> - Apply different views and thoughts on personality when defining and understanding personality in different settings. - Use thoughts and views embedded in theories of personality to understand human behavior 	<ul style="list-style-type: none"> - Value different thoughts and views as cited in theories of personality. 	<ul style="list-style-type: none"> • Theories of personality: <ul style="list-style-type: none"> - Psychoanalytic approach/theory, - Neo-Freudian-psychoanalytic approach/theory - Humanistic approach/theory, - Cognitive approach/theory - Etc. 	<ul style="list-style-type: none"> - Individually, students read handouts or journals about different personality perspectives and related theories and in different groups, they discuss what they have read. - In pairs, students create a table comparing theories of personality and then make a presentation in a plenary session. - Students debate which of the theories of personality they find to be the most relevant and indicate actions to be taken. - Through think-pair-share; students write implications of personality theories in describing peoples' personality.
Assessment criteria: <i>Students can make distinction of thoughts embedded in theories of personality through the analytical assessment</i>				
Links to other subjects: <i>General studies and communication skills</i>				
Materials: <i>Books, Handouts about different theories of personality, journals photos, audio-visual material, flip chart, flashcards, markers</i>				

SUBJECT: PSYCHOLOGY			SENIOR 5	OPTION : HLP
TOPIC AREA: Personality			SUB TOPIC AREA: Theories of personality	
Unit 4: Personality typologies			No. of periods : 30	
Key unit competence: Classify the personality typologies				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Describe concepts related to typology - Link typologies to individuals' life style and behavior in real life. 	<ul style="list-style-type: none"> - Compare and contrast theories of typologies. - Evaluate different views embedded in typologies. 	<ul style="list-style-type: none"> - Develop awareness of different views and thoughts behind typologies. - Examine views of typologies when trying to understand human behavior and personalities in different settings. - Accept one's own typology 	Personality typologies <ul style="list-style-type: none"> - Trait approach - Classification of personality by Heymans and Wiersma - Extrovert and introvert - Personality preferences of Myers-Briggs 	<ul style="list-style-type: none"> - Students are given assignment in groups before the classroom session. The task given is all about reading on typologies in textbooks or internet. - In their respective groups, students define and identify typologies as read previously in their assignment and they present their findings. - The teacher builds on students' findings and makes further guidance and facilitation to help them learn. - For each typology, the students present their views/findings and then the teacher makes further guidance and facilitation.
Assessment criteria: <i>Students establish differences among typologies based on the uniqueness of every typology different from other</i>				
Links to other subjects: <i>General Studies and Communication Skills</i>				
Materials: <i>Flip charts, markers, flash cards, handouts and audio-visual materials about different typologies, internet</i>				

SUBJECT: PSYCHOLOGY			SENIOR 5	OPTION : HLP
TOPIC AREA: Learning psychology			SUB TOPIC AREA: History and types of behavioral learning	
Unit 5: History of learning psychology			No. of periods : 24	
Key unit competence: Examine the history of learning psychology				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Describe early thoughts to learning. - Enumerate psychologists' and learning theorists' contribution to learning 	<ul style="list-style-type: none"> - Analyze the contribution of early thoughts to learning psychology - Refer to psychologist and learning theorists to explain how people acquire or change their behaviors. 	<ul style="list-style-type: none"> - Judge early approaches, psychologists' and learning theorists' views to learning. - Appreciate early thoughts to learning 	<p>History of Learning Psychology</p> <ul style="list-style-type: none"> • Early approaches to learning <ul style="list-style-type: none"> - Emotional and Behavioral Self-Regulation, - Cognitive Self-Regulation (Executive Functioning), - Initiative and Curiosity, - Creativity. • Psychologists and learning theorists <ul style="list-style-type: none"> - Socrates, - Thorndike, - Ebbinghaus, - John Watson, - Skinner, - Jean Piaget.... 	<ul style="list-style-type: none"> - Before the beginning of the unit, sub topic <i>early approaches to learning</i>, students are given journals, printed materials, and books or asked to consult internet. They are asked to read all the information related to early approaches to learning. - They make a summary of their findings and also organize them in their respective groups. - Before the beginning of sub topic "<i>Psychologists and learning theorists</i>", students are given journals, printed materials, and books or asked to consult internet. They are asked to read all the information related to psychologists and learning theorists. - Students are asked to read, compare and contrasts views of different psychologists and learning theorists. They make a summary of their findings.

Assessment criteria: Students can be tasked to discern the history of learning by assessing thoughts and views on learning from different thinkers

Links to other subjects: General Studies and Communication Skills

Materials: Flip charts, markers, flash cards, journals, handouts, internet, etc

SUBJECT: PSYCHOLOGY			SENIOR 5	OPTION : HLP
TOPIC AREA: Learning psychology			SUB TOPIC AREA: History and types of behavioral learning	
Unit 6: Types of behavioral learning			No. of periods : 32	
Key unit competence: Compare and contrast types of behavioral learning				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Define key terms related to types of behavioral learning - Describe the key points of different types of behavioral learning 	<ul style="list-style-type: none"> - Compare and contrast types of learning - Create scenarios which reflect types of learning in daily life situation 	<ul style="list-style-type: none"> - Appreciate that types of learning can be proven incorrect or limited by later research - Refer to researches of behavioral learning to explain human behavior. 	<ul style="list-style-type: none"> • Classical conditioning <ul style="list-style-type: none"> - Conditioned and Unconditioned stimulus, - Conditioned and unconditioned response • Operant conditioning <ul style="list-style-type: none"> - Positive Reinforcement, - Positive Punishment, - Negative Reinforcement, - and Negative Punishment 	<ul style="list-style-type: none"> - Students, in groups, share ideas about key terms and concepts related to learning to behavioral theories and present during plenary sessions. - Students read information about different theorists who contributed ideas about behavioral learning, - Students watch videos about behavioral learning experiments as carried out by researchers. - Students explain how different theorists' ideas link to individuals' daily life situations by writing short case studies reflecting how people behave in different contexts.

<ul style="list-style-type: none"> - State the implications of different types of learning in individual's daily life 			<ul style="list-style-type: none"> • Observational learning <ul style="list-style-type: none"> - attention; - retention, - production; - and motivation 	<ul style="list-style-type: none"> - Students make a chart to compare how different behavioral learning theorists view learning and then make a comparison. - Students do research to gather more information about the theorists they find most interesting and present findings to the whole class - Students debate on which is the most helpful idea from the theorists they studied, with justification
<p>Assessment criteria: <i>Students can apply ideas imbedded in the types of behavioral learning which are the most helpful in daily life</i></p>				
<p>Links to other subjects: <i>Communication Skill,</i></p>				
<p>Materials: <i>Handouts and videos about different behavioral learning theories, fact sheets about different theorists(refer to Help a Child resource file), internet, flip charts, Flash cards, and wall charts with graphics to represent learning theories</i></p>				

SUBJECT: PSYCHOLOGY			SENIOR 5	OPTION : HLP
TOPIC AREA: Learning psychology			SUB TOPIC AREA: Memory and Intelligence	
Unit 7: Memory			No. of periods : 32	
Key unit competence: Develop a basic understanding of the nature and characteristics of memory processes and systems				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Define key terms related to memory - Identify different theorists and their key views on memory. - Explain memory and forgetting processes 	<ul style="list-style-type: none"> - Make proper practices needed to ensure good memory - Use theories of memory to understand how memory works. 	<ul style="list-style-type: none"> - Behave in proper way to ensure proper functioning of the memory. - Refer to researches on memory to explain memory and forgetting processes. - Accept people with memory loss (forgetting). 	<p>Theories of memory</p> <ul style="list-style-type: none"> - Information processing memory - Level of processing memory <p>Types of Memory</p> <ul style="list-style-type: none"> - Sensory memory - Short-term memory - Long-term memory - Implicit memory - Explicit memory <p>Forgetting</p> <ul style="list-style-type: none"> - The interference theory. - The decay theory of forgetting. - The retrieval failure Theory. - The cue-dependent theory of forgetting. 	<ul style="list-style-type: none"> - Students, in groups, share ideas about key concepts related to memory and present their findings during plenary sessions. - Students read information about different theories which contributed on memory studies. - Through <i>Know-Want to know- Learned (KWL)</i> chart individually students write down what they know about memory types, they highlight what they want to know about its types and then the teacher supplements their findings, and last students talk about what they have learnt about memory types. - Through <i>Know-Want to know- Learned (KWL) chart</i> students write what they know about forgetting. They suggest what they know as factors of forgetting. - Through think-pair-share technique, students suggest best practices to maintain remembrances. Then after they make further readings of these practices and present their findings.

Assessment criteria: *Students can create a chart showing the nature and the characteristics of memory process and systems.*

Links to other subjects: *Communication Skills, General Studies*

Materials: *Handout, journals about different memory and forgetting theories, internet, flip charts, Flash cards, and wall charts with graphics to represent memory and forgetting theories.*

SUBJECT: PSYCHOLOGY			SENIOR 5	OPTION : HLP
TOPIC AREA: Learning Psychology			SUB TOPIC AREA: Memory and Intelligence	
Unit 8: Intelligence			No. of periods : 21	
Key unit competence: Assess how intelligence impacts on human behaviors				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Define key terms related to intelligence - Identify different theories and their key views on intelligence - Outline intelligence types 	<ul style="list-style-type: none"> - Refer to intelligence studies revealed to understand why people act the way they do - Apply knowledge of intelligence learnt to deal with complex situations. 	<ul style="list-style-type: none"> - Live and deal with all people respecting their individual differences in terms of intelligence. - Refer to researches on intelligence when understanding how people do the way they do. 	<p>Brief history of intelligence.</p> <p>Theories of intelligence</p> <ul style="list-style-type: none"> - Sternberg's triarchic theory, - Gardner's theory of multiple intelligences, - Piaget's theory of development <p>Types of intelligence</p> <ul style="list-style-type: none"> - Word Smart (linguistic intelligence) 	<ul style="list-style-type: none"> - Students, in groups, share ideas about key concepts related to intelligence and present their views during plenary sessions. - Students read information about different theories which contributed to intelligence studies.

		<ul style="list-style-type: none"> - Sympathise with people with low IQ and intellectual disabilities 	<ul style="list-style-type: none"> - Math Smart (numerical/reasoning/logic intelligence) - Physically Smart (kinesthetic intelligence) - Music Smart (musical intelligence) - People Smart (interpersonal intelligence) - Self Smart (intrapersonal intelligence) - Naturalistic intelligence - Existential intelligence - Visual-spatial intelligence <p>Intellectual disability</p> <ul style="list-style-type: none"> - Trisomie 21 - Autism - Down Syndrome - Fragile X Syndrome... 	<ul style="list-style-type: none"> - Through <i>Know-Want to know-Learned (KWL)</i> chart individually students write down what they know about intelligence, they read related theories, they highlight what they want to know about each theory presented by the teacher and then the teacher supplements their findings, in the end students talk about what they have learnt about theories of intelligence. - Through <i>Know-Want to know-Learned (KWL) chart</i> students write what they know about types of intelligence. They suggest what they know as types of intelligence, then after they present what they have learnt about types of intelligence. - Through think-pair-share technique, students suggest best practices needed to cater for people with profound intellectual Disability.
<p>Assessment criteria: Students can write an essay assessing how intelligence impacts human behavior</p>				
<p>Links to other subjects: Communication Skills, General Studies</p>				
<p>Materials: Handouts, journals about different memory and forgetting theories, internet, flip charts, Flash cards, and wall charts with graphics to represent memory and forgetting theories.</p>				

SUBJECT: PSYCHOLOGY			SENIOR 5	OPTION : HLP
TOPIC AREA: Learning psychology			SUB TOPIC AREA: Motives and theories of learning	
Unit 9: Motives of learning			No. of periods : 21	
Key unit competence: Justify how motives of learning contribute to acquisition of behavior.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify the key motives to learning - Differentiate motives of learning basing on their meanings 	<ul style="list-style-type: none"> - Critically compare and contrast how individuals acquire new behaviors and attitudes - Investigate the reasons why peoples' behavior patterns and attitudes change in time and in space 	<ul style="list-style-type: none"> - Reflect on the matters influencing behavior change - Being inspired by the motives of learning to prevent the acquisition of deviant behavior 	<p>Physiological Motives</p> <ul style="list-style-type: none"> - Hunger motive, - Thirsty motive, - Need for sleep, - Sex motive, - Maternal drive... <p>Social Motives</p> <ul style="list-style-type: none"> - Achievement motive, - Aggressive motive, - Power motive, - Acquisitive motive, - Curiosity motive... <p>Personal Motives</p> <ul style="list-style-type: none"> - Force of habit, - Goals of life, - Levels of aspirations, - Attitudes and interests... 	<ul style="list-style-type: none"> - In groups, students read, discuss and presents about selected motives to learning. - Students enumerate and describe each motive to learning as they are tasked to do so then after they present their findings in their respective groups. - Students debate on selected motives that contribute to acquisition of behavior. - Individually, students write essays on how motives contribute to acquisition of behavior.

Assessment criteria : *Students can write an essay describing key motives of learning and how people adopt new behaviors*

Links to other subjects : *General Studies , Communication Skills*

Materials: *Flip chart, markers, flash cards, handouts describing motives of learning, internet*

SUBJECT: PSYCHOLOGY			SENIOR 5	OPTION : HLP
TOPIC AREA: Learning Psychology			SUB TOPIC AREA: Motives and theories of learning	
Unit 10: Theories of learning			No. of periods : 32	
Key unit competence: Provide opinions on views laying in theories of learning				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Define key terms related to theories of learning - Describe the key points of different theories of learning - State the implications of different theories of learning in individual's daily life 	<ul style="list-style-type: none"> - Compare and contrast theories of learning - Create scenarios which reflect theories of learning in daily life situation 	<ul style="list-style-type: none"> - Appreciate that theories of learning can be proven incorrect or limited by later research - Display confidence in judging the merits of conflicting theories 	<p>Key concepts related to learning theories:</p> <ul style="list-style-type: none"> - Cognition, - Socialization, - Stimulus, - Response, <p>Theories of learning</p> <ul style="list-style-type: none"> - Insight, etc. - Behaviorism theory (Pavlov, Watson, Skinner) - Cognitive theory (Piaget) - Constructivism theory (Piaget, Dewey) - Social learning theories (Vygotsky, Bruner, Bandura) 	<ul style="list-style-type: none"> - Students, in groups, share ideas about key terms and concepts related to learning theories and present findings in plenary sessions. - Students read information about different theorists who contributed ideas about learning, memory, and behavior - Students watch videos about different learning theories - Students explain how different theorists' ideas link to individuals' daily life situations by writing short case studies reflecting how people behave in different contexts - Students make a chart to compare how different theorists conceive learning - Students do research to gather more information about the theorist they find most interesting and present findings to the whole class - Students debate on which is the most helpful idea from the theorists they studied, with justification
Assessment criteria: Students can assess ideas which are the most helpful from the theorists they studied and apply them on daily basis.				

Links to other subjects: *Communication Skills, General Studies, Languages, History, Economics, etc.*

Materials: *Handouts and videos about different learning theories, fact sheets about different theorists (refer to Help a Child resource file), internet, flip charts, flash cards, and wall charts with graphics to represent learning theories*

5.4. Psychology Syllabus for Senior Six

5.4.1. Key competences at the end of S6

At the end of S6, students should be able to:

- Interpret the rationale of Social Psychology in relationships with others
- Judge different views of social psychologists about human behavior formation and change
- Criticize group structure and models of social group formation
- Assess group phenomenon and their effect on peoples' behavior
- Assess how individuals have control over their health and helping them make better choices of wellness
- Illustrate proper coping and management of emotions
- Determine the effects of psychological disorders on individuals' thoughts, feelings and actions
- Apply prevention measures to counter abnormal thoughts and behaviors
- Use effective listening to apply principles of guidance and counselling
- Apply varied thoughts embedded in guidance and counselling approaches

5.4.2. Syllabus Unit for Senior Six

SUBJECT: PSYCHOLOGY			SENIOR 6	OPTION :HLP
TOPIC AREA: SOCIAL PSYCHOLOGY			SUB TOPIC AREA: Introduction to social psychology	
Unit 1: Rationale of social psychology in social context			No. of periods: 10	
Key Unit competence: Interpret the rationale of Social Psychology in relationships with others				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> - Define concepts of social psychology - Explain the nature and scope of social psychology; - Describe the importance of social psychology - Identify the features of social behavior and thoughts - Describe the areas of studies of social psychology 	<ul style="list-style-type: none"> - Trace historically the development of social psychology. - Illustrate how social psychology is related and differentiated from the other disciplines such as sociology, psychology and social anthropology - Interpret three levels of analysis with examples 	<ul style="list-style-type: none"> - Appreciate how factors contribute to the emergence of modern social psychology - Value the importance of learning social psychology 	<p>Key concepts of Social Psychology</p> <ul style="list-style-type: none"> - Social cognition - Self-concept - Social influence (conformity, compliance and obedience) - Prejudice and stereotypes - Discrimination <p>Nature and scope of Social Psychology</p> <p>Importance of Social Psychology</p>	<ul style="list-style-type: none"> - Students read handouts about nature and scope of Social Psychology. They - share ideas on what they have read and discuss how Social Psychology is related or differentiated from other related discipline such as sociology, anthropology.... - Students present importance of social psychology from the research they have made - Students write a note on the social thought before the advent of social psychology - In pairs, students analyze factors that contributed to the emergence of modern social psychology and discuss three levels of analysis with concrete examples - In groups, students share ideas on three levels of analysis in social sciences and during plenary session identify level of analysis that would be related to the social psychology
Assessment criteria: Students can write an essay focusing on the interpretation of the rationale of social psychology				
Links to other subjects: <i>General Studies and Communication Skills</i>				
Materials: <i>Handouts on scope and nature of social psychology, videos, photos and printed case studies, internet</i>				

SUBJECT: PSYCHOLOGY			SENIOR: 6	OPTION : HLP
TOPIC AREA: SOCIAL PSYCHOLOGY			SUB TOPIC AREA: Introduction to Social Psychology	
Unit 2: Key theories of Social Psychology			No. of periods : 30	
Key unit competence: Judge different views of social psychologists about human behavior formation and change				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Outline prominent theories in Social Psychology - Describe key theories of Social Psychology - Differentiate theories of Social Psychology 	<ul style="list-style-type: none"> - Evaluate views coined in different theories of Social Psychology. - Assess underlying reasons behind theories of Social Psychology. - Refer to Social Psychology views to understand why people behave in the way they behave. - Establish the link between views of Social Psychology to individual's behavior in social setting 	<ul style="list-style-type: none"> - Accept group influence in shaping our behavior. - Follow Social Psychology theories in understanding people's behavior in a social setting. - Value the contribution of Social Psychology theories to the human being real life 	Theories of Social Psychology <ul style="list-style-type: none"> - Attribution theory (Weiner) - Social facilitation theory (AllPort) - Cognitive dissonance theory (Festinger) - Chock experiment (Milgram) - Social learning theory (Albert Bandura) - Social Identity theory (Tajfel) 	<ul style="list-style-type: none"> - Students are given assignment in groups to read about the theories of Social Psychology in textbooks or internet and present the findings in plenary. - The teacher builds on students' findings and makes further guidance and facilitation to help them learn. - Students assess the nature of each theory in their respective groups. - For each theory, the students present their views/findings and then the teacher makes further guidance and facilitation.

Assessment criteria: *Students find out what makes a certain Social Psychology theory different from other, thus their establish differences of views in theories*

Links to other subjects: *General Studies and Communication Skills*

Materials: *Flip charts, markers, flash cards, handouts and audio-visual materials about different Social Psychology theories as well as their images of experiment , internet,*

SUBJECT: PSYCHOLOGY			SENIOR 6	OPTION :HLP
TOPIC AREA: SOCIAL PSYCHOLOGY			SUB TOPIC AREA: Group Dynamics	
Unit 3: Group Structure and models of social group formation			No. of periods: 30	
Key unit competence: Criticize group structure and models of social group formation				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Enumerate and explain the types of groups and their structure - Spell out and explain key theories of group formation and development in Social Psychology - Explain how group development theories influence behaviors and attitudes 	<ul style="list-style-type: none"> - Compare and contrast the types of groups - Organize group members and their roles in terms of group structure - Apply psychology theories of group development in people's behavior change 	<ul style="list-style-type: none"> - Appraise the conformity to group norms in regard to types of group and their structure - Value the theories of social group formation in real life 	<p>Types of groups</p> <ul style="list-style-type: none"> - Primary groups - Secondary groups - Collectives - Categories - References groups, etc <p>Models of social groups development</p> <ul style="list-style-type: none"> - Tuckman's stages model - Kurt Lewin's individual change process - Tubb's systems model - Fisher's theory of decision emergency group 	<ul style="list-style-type: none"> - Students read books, handouts, e-resources about group dynamics and present the findings in plenary. - Students classify groups in terms of their structure - Students form groups and discuss every identified theory of group development in Social Psychology - Students link group development theories with group goals' attainment - Students identify how conflicts may arise within groups - Students assess how group development attracts peoples' relationships in group activities and prevent conflicts
Assessment criteria: Students can criticize theories and models of group formation and development and link them to group members relationships and goals attainment				
Links to other subjects: General Studies and communication Skills				
Materials: flip chart, markers, handouts, audio-visual materials				

SUBJECT: PSYCHOLOGY			SENIOR 6	OPTION : HLP
TOPIC AREA: SOCIAL PSYCHOLOGY			SUB TOPIC AREA: Group Dynamics	
Unit 4: Intragroup and intergroup dynamics			No. of periods : 28	
Key unit competence: Assess group phenomenon and their effect on people's behavior				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> - Explain intra and intergroup dynamics and related boundaries - Demonstrate an understanding of group culture and relationship among group members - Explain the occurrence of group conflicts and mitigating mechanisms 	<ul style="list-style-type: none"> - Investigate people' reactions towards intra and intergroup dynamics - Apply appropriate conflict resolution strategies to solve intra and intergroup conflicts 	<ul style="list-style-type: none"> - Promote social cohesion in and out-group dynamics - Appraise group values and culture and their effect on group members' relationships - Uphold conflicts resolution strategies alleviating intergroup conflicts 	<ul style="list-style-type: none"> - In-group and out-group dynamics - Group boundaries - Group values and culture - Relationship between groups. - Inter-group conflicts - Inter-group conflicts resolution strategies: - Contact Hypothesis (intergroup conflict Theory: Allport) - Subordinate identities. - Interdependence 	<ul style="list-style-type: none"> - Students participate in class discussions, read books, handout and watch audio-visual materials about group dynamics. - Students form groups, spend some time together involved in various activities and appreciate interpersonal relationships among themselves. - Students form groups and simulate conflicts between their groups, try to find solutions together and make presentations. (They may develop some materials illustrating conflicts and resolution mechanisms). - Students form clubs and make school campaigns to promote conflicts resolution mechanisms within the school.
Assessment criteria: <i>Students can adopt conflicts resolution strategies individually and collectively</i>				
Links to other subjects: <i>General Studies and Communication Skills</i>				
Materials: <i>Flip charts, markers, flash cards, handouts , audio-visual materials, internet</i>				

SUBJECT: PSYCHOLOGY			SENIOR 6	OPTION : HLP
TOPIC AREA: PSYCHOPATHOLOGY			SUB TOPIC AREA: Health Psychology	
Unit 5: Introduction to Health Psychology			No. of periods : 23	
Key unit competence: Assess how individuals have control over their health and helping them make better choices of wellness				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> - Define health and health psychology - Explain the importance of learning health psychology - Explain history of health psychology - Exemplify models of health - Outline factors that influence health psychology - Describe the role of genetics and environment on health psychology - Explain how illness affects health psychology 	<ul style="list-style-type: none"> - Compare and contrast factors that influence health psychology - Justify the relevance of health psychology in everyday life 	<ul style="list-style-type: none"> - Internalize ways of illness management and minimizing illness - Value individual differences that may affect health psychology - Be committed to staying up-to-date on one's health psychology - Make better choices of wellness 	<ul style="list-style-type: none"> - Understanding Health Psychology - Brief history of health psychology - Models of health - Factors that influence health psychology - Understanding health and illness 	<ul style="list-style-type: none"> - Students make a list of their own characteristics when they feel healthy - Students make a concept map of the health and health psychology - Students read handouts about models and factors of health psychology - In groups, students discuss how illness affect health psychology - Write an essay focusing on ways of minimizing illnesses that interfere with life roles and relationships
Assessment criteria : <i>Students can determine factors that influence health psychology and discuss how illness affect health psychology</i>				
Links to other subjects : <i>Biology, General Studies and Communication Skills</i>				
Materials: <i>Flip charts, markers , handouts , flash cards, case studies about health psychology, audio-visual materials</i>				

SUBJECT: PSYCHOLOGY		SENIOR 6		OPTION: HLP	
TOPIC AREA: PSYCHOPATHOLOGY			SUB TOPIC AREA: HEALTH PSYCHOLOGY		
Unit 6: Emotions			No. of periods: 25		
Key unit competence: Illustrate proper coping and management of emotions					
Learning objectives					
Knowledge and understanding		Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> - Describe theories of emotions - Identify ways in which stress affect individuals - Explain types of emotions and their effect on human behavior - Explain major emotional coping mechanisms and stress management - Identify elements that leads to a sense of well-being 		<ul style="list-style-type: none"> - Compare and contrast theories of Emotions - Analyze effects of stress on the body - Develop tips which may help individuals cope with and manage stress 	<ul style="list-style-type: none"> - Value the importance of emotional management to enhance well-being - Appreciate the process to manage individuals emotions 	<ul style="list-style-type: none"> - Types of emotions - Theories of Emotions - Stress management - Stress and its effect on health - Direct and indirect coping mechanisms - Well-being 	<ul style="list-style-type: none"> - Students read notes about theories of emotions and share what they have read in groups - Students brainstorm their understanding on emotion and its effects on people well-being - Students debate upon the relevancy of the theories of emotions - Students read case studies and analyze effects of stress on the body - Students describe how they can cope with stress - Students individually write an essay describing what leads to a sustained well-being
Assessment criteria: <i>Students can apply knowledge learnt in coping with stress and describe a sense of well-being</i>					
Links to other subjects: <i>General Studies and Communication Skills</i>					
Materials: <i>Books, handouts of types and theories of emotions, stress management, well-being, case studies, scenarios</i>					

SUBJECT: PSYCHOLOG`Y			SENIOR 6	OPTION : HELP
TOPIC AREA: PSYCHOPATHOLOGY			SUB TOPIC: Psychological Disorders	
Unit 7: Introduction to Psychological Disorders			No. of periods : 35	
Key unit competence: Determine the effects of psychological disorders on individuals' thoughts, feelings and actions				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> - Identify the perspectives of psychopathology in society - Describe different categories of psychosocial disorders - Explain the link between psychological factors and deviant behaviors 	<ul style="list-style-type: none"> - Compare and contrast different categories of psychosocial disorders - Assess the effect of abnormal behavior on people well-being 	<ul style="list-style-type: none"> - Value the link between abnormal behaviors and related psychosocial disorders - Display behaviors that reduce the occurrence of psychosocial abnormalities 	<ul style="list-style-type: none"> - Perspectives on abnormality (different trends) - Anxiety disorders - Somatoform disorders - Dissociative disorders - Personality disorders - Mood disorders - Schizophrenia - Psychosexual disorders - Psychosocial deviances. 	<ul style="list-style-type: none"> - Students read books and handouts, then summarise and present the findings about psychopathology. - Students brainstorm about differences among psychological disorders - Students work in pairs and identify various psychosocial deviances they observe in daily life - Students work in groups and identify symptoms and signs for selected psychosocial disorders - Students work in groups and discover the biological and social factors influencing psychosocial disorders and make presentations
Assessment criteria : Students can describe causes, signs and symptoms of psychological disorders and social deviances and their effects individual's life				
Links to other subjects : Biology, Geography, General Studies and Communications Skills				
Materials: : Flash cards, flip chart, markers, books and handouts of psychopathology/abnormal psychology, audio-visual facilities				

SUBJECT: PSYCHOLOGY		SENIOR 6	OPTION: HLP	
TOPIC AREA: PSYCHOPATHOLOGY		SUB TOPIC AREA: Psychological Disorders		
Unit 8: Prevention of psychological disorders		No. of periods: 15		
Key unit competence: Apply prevention measures to counter abnormal thoughts and behaviors				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> - Spell out and explain the risk factors influencing psychological disorders - Identify the prevention strategies for psychological disorders 	<ul style="list-style-type: none"> - Take part in the prevention campaigns against the happening and worsening of community mental health issues - Apply appropriate prevention approaches before and during the occurrence of psychological disorders - Involve the population at risk in the prevention programs 	<ul style="list-style-type: none"> - Adopt life styles alleviating risk factors influencing psychosocial disorders - Promote prevention approaches in regard to psychosocial disorders 	<ul style="list-style-type: none"> - Primary prevention - Secondary prevention - Tertiary prevention 	<ul style="list-style-type: none"> - Students read books and handouts about possible prevention measures in regard to psychological disorders - Students brainstorm their understanding about risk factors influencing psychosocial problems - Students discuss in groups appropriate primary, secondary and tertiary prevention measures to specific situations and make presentations - Students visit local government agencies to raise awareness on prevention strategies towards psychological disorders at individual, group/family and societal levels - Students execute role plays to simulate psychological debriefing as prevention strategy of mental illnesses - Students visit local government and non-governmental organizations to inquire about public mental health issues and mitigating strategies
Assessment criteria: Students can execute prevention and management strategies to individuals and groups with or at risk of psychosocial disorders				
Links to other subjects: General Studies and Communication Skills				
Materials: flip chart, markers, handouts, audio-visual materials				

SUBJECT: PSYCHOLOGY			SENIOR 6	OPTION: HLP
TOPIC AREA: COUNSELING PSYCHOLOGY			SUB TOPIC AREA: Guidance and counseling	
Unit 9: Professional Guidance and Counseling			No. of periods: 21	
Key unit competence: Use effective listening to apply principles of guidance and counseling				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> - Define the concepts and types of guidance and counseling - Demonstrate an understanding of the principles of guidance and counseling - Explain the qualities of a good counselor 	<ul style="list-style-type: none"> - Apply the principles of guidance and counseling in individual, group and family support - Use various counseling techniques in the interaction clients suffering for psychological disorders - Cope with guidance and counseling challenges 	<ul style="list-style-type: none"> - Bear with counselor's qualities in psychological workplace and in real life conditions - Value the counseling techniques in every professional interaction with clients 	<p>Key concepts</p> <ul style="list-style-type: none"> - Counseling, - Guidance, - Therapy, - Empathy, - Sympathy - Work alliance, - Trust, - Confidentiality, etc <p>Types of guidance and counseling</p> <p>Types of guidance</p> <ul style="list-style-type: none"> - Educational, - Vocational, - Personal <p>Types of counseling</p> <ul style="list-style-type: none"> - Directive Counseling, - Non-Directive Counseling, 	<ul style="list-style-type: none"> - Students read books, handouts about the importance of guidance and counseling - Students share ideas related to the concepts of guidance and counseling - Students read handout and books on guidance and counseling - In pairs, students classify and discuss the principles and types of guidance and counseling

			<ul style="list-style-type: none"> - Eclectic Counseling <p>Principles of guidance of counseling</p> <ul style="list-style-type: none"> - Autonomy, - Beneficence, - Non-maleficence, - Justice and fidelity, etc <p>Effective counseling techniques</p> <ul style="list-style-type: none"> - Paraphrasing, - Spheres of influence, - Immediacy, - Core conditions, - Miracle questions, - Capping, etc. <p>Qualities of a good counselor</p> <ul style="list-style-type: none"> - Patience, - Confidence, - Non-judgment, - Trust, - Respect, - Empathy, - Positive regard, etc. 	<ul style="list-style-type: none"> - Through think-pair-share, students identify effective counseling techniques - Students identify and discuss factors to watch out in guidance and counseling
Assessment criteria: <i>Students can apply principles and techniques of guidance and counseling in the psychological profession</i>				
Links to other subjects: <i>General studies and Communication Skills</i>				
Materials: <i>Books, handouts on guidance and counseling , flash cards, flipcharts</i>				

SUBJECT: PSYCHOLOGY			SENIOR 6	OPTION: HLP
TOPIC AREA: COUNSELING PSYCHOLOGY			SUB TOPIC AREA: Guidance and counseling	
Unit 10: Counseling theories/approaches			No. of periods: 30	
Key unit competence: Apply varied thoughts imbedded in guidance and counseling approaches				
Learning objectives				
Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> - Describe the effective counseling approaches at individual and group levels - Demonstrate an understanding of advantages and disadvantages of counseling approaches 	<ul style="list-style-type: none"> - Select appropriate counseling approaches at individual and group level depending on situation and severity of mental illness - Apply the counseling approaches accurately towards people suffering for psychological disorders 	<ul style="list-style-type: none"> - Value and recommend the use of appropriate counseling approaches depending on the level and severity of mental illness - Accept the clients' status in relation the problem presented. 	Counseling approaches <ul style="list-style-type: none"> - Psychoanalysis - Behavioral - Cognitive - Humanistic - Systemic - Holistic/ integrative 	<ul style="list-style-type: none"> - Students read books and handouts, then share findings about the importance of every counseling approach identified. In groups, students classify and discuss the advantages and disadvantages of selected counseling approaches - Students observe audio-visual materials about the use of counseling approaches and share their observations to the class. - Students familiarize themselves through role plays about the use of counseling approaches - Students visit neuropsychiatric institutions to observe institutional settings; discuss and learn from practitioners about the use of effective counseling approaches
Assessment criteria: <i>Students can apply theories/approaches of guidance and counseling in the management of psychosocial issues</i>				
Links to other subjects: <i>General Studies and Communication Skills</i>				
Materials: <i>Books, handouts on guidance and counseling , flash cards, flipcharts</i>				

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7. ANNEXES

Annex 1. Subject and weekly time allocation for History-Literature in English-Psychology combination (HLP)

Subjects	Number of periods/week		
	(Period=40 minutes)		
Core Subjects/Compulsory: Examinable in National exams	S4	S5	S6
1. History	7	7	7
2. Literature in English	7	7	7
3. Psychology	7	7	7
4. General Studies and Communication Skills	3	3	3
5. Entrepreneurship	3	3	3
6. Sub-total 1	27	27	27
Core Subjects examinable at School level			
1. Kinyarwanda	3	3	3
2. ICT	3	3	3
3. English	2	2	2
4. Physical Education and Sports	2	2	2
5. Subsidiary Mathematics	3	3	3
6. French	3	3	3
Sub-total 2	16	16	16
Co-curricular activities (Compulsory)	7	7	7
Total number of contact periods per week	50	50	50
Total number of contact hours per week	33.3	33.3	33.3
Total number of contact hours per year (39 weeks)	1300	1300	1300

Annex 2. Subject Overview

Topic areas	Sub-topic areas	Key Unit Competences		
		S4	S5	S6
General psychology	Introduction to psychology	– Analyze the nature and scope of psychology		
	Schools and branches of psychology	– Justify thoughts imbedded in schools of psychology – Relate psychology to different working and living fields		
Developmental psychology	Basics of Human development	– Demonstrate an understanding on introduction to human development		
		– Apply principles and theories of human development in <u>real-life situation</u>		
	Milestones and factors of human development	– Apply skills gained during human developmental milestones based on observation of physical, cognitive, language and socio-emotional skills		
		– Examine how heredity and environment work together to shape human behavior		

Personality	Introduction to personality		<ul style="list-style-type: none"> - Demonstrate an understanding on how behavior, emotion, motivation, and thought patterns define an individual. - Judge the necessity of modern trends of personality 	
	Personality traits		<ul style="list-style-type: none"> - Assess different views of psychologists related to personality - Classify Personality typologies 	

Learning psychology	History and types of behavioral learning		<ul style="list-style-type: none"> - Examine the history of learning psychology - Compare and contrast types of learning 	
	Memory and Intelligence		<ul style="list-style-type: none"> - Develop a basic understanding of the nature and characteristics of memory processes and systems - Assess how intelligence impacts human behaviors 	
	Motives and theories of learning		<ul style="list-style-type: none"> - Justify how Motives of learning contribute to acquisition of behavior. 	
			<ul style="list-style-type: none"> - Provide opinions on views laying in theories of learning 	

Social psychology

Introduction to social psychology

- Interpret and display the rationale of social psychology in relationships with others
- Judge different views of social psychologists about human behavior formation and change

Group dynamics

- Criticize group structure and models of social group formation
- Assess group phenomenon and their effect on people's behavior

Psychopathology	Health psychology			<ul style="list-style-type: none"> - Assess how individuals have control over their health and helping them make better choices of wellness - Illustrate proper coping and management of emotions
	Psychological disorders			<ul style="list-style-type: none"> - Determine the effects of psychological disorders on individuals' thoughts, feelings and actions - Apply prevention measures to counter abnormal thoughts and behaviors

**Counseling
psychology**

**Guidance and
counseling**

- Use effective techniques in professional guidance and counseling
- Apply varied thoughts imbedded in guidance and counseling approaches

