

# Civics And Ethical Education

## **SYLLABUS FOR GRADE 11**

## **Introduction**

Ethiopia is a land of antiquity that has long centuries of political existence. The long years of political experience to which the country was exposed capacitated her to maintain its sovereignty and territorial integrity in the face of attempts by foreign powers to violate its independence from time to time. The country has also played a commendable role in international affairs which enabled her to be one of the founding members of the organization of African Unity, now the African Union, the United Nations Organization and many more others. But the country's good international image had been dwarfed by her internal instability and backwardness which was the results of her political system.

Internally Ethiopia was ruled for many years by autocratic emperors, and in her recent history, by a military dictatorship of the worst kind. The rulers of Ethiopia had never been accountable to the people and never observed the rule of law. Consequently, the Ethiopian peoples were forced to pass through gross violation of rights in the hands of their governments, leading them to revolt against their oppressors, resulting in civil wars that brought human and material destruction and negatively impacted on the development of the country.

Following the transition to democracy in the 1990s, attempts have been made to institutionalize the protection of human and democratic rights of citizens; and also a popular constitution was set in place. To further enhance the ideals of democracy and constitutionalism, civics education was introduced into the education system. In the quest to consolidate the democratic process in the country and enlighten citizens in their rights and obligations, since 2002/03 the curriculum of civic education was revised and a new Civics and Ethical Education, which is based on major social values, is adopted across the grade levels.

## **Objectives of Civics and Ethical Education**

Civics and ethical education aims to create:

- Democratic citizens that safeguard their rights and respect the rights of others.

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- Citizens who work within the provisions of the constitution and abide by the rule of law.
- Patriotic citizens that uphold the democratic ideals and the principles of the constitution as well as defend the sovereignty and territorial integrity of their country.
- Responsible citizens that nurture tolerant culture and resolve differences peacefully.
- Citizens who are active participants in the political process of their country and dedicated to work for the common good.
- Citizens that have decision making capacity on the basis of knowledge and objectivity.

Bearing these objectives in mind, especially teachers have great national responsibility to work diligently for the materialization of the mission of civics and ethical education.

Moreover, attempts should be made to include the contents of the civics and ethical education in pre and in in-service teachers training at any level, in organization of manuals and in all other educational activities pertaining to capacity building of teachers.

Last but not least, it should be noted that methodologies for contents at each topic are indicated. However, we will like to draw the attention of teachers to the fact that that these methodologies are not exhaustive and meant to serve only as models. Cognizant of this fact teachers need to be creative to come up with their own methodologies which they deem fit for the accomplishment of their tasks.

## **Content Outline and Period Allotment**

### **UNIT ONE: Building a Democratic system. (Total period Allotted: 14)**

- 1.1 Basic Principles of the Ethiopian Constitution.
- 1.2 Human and Democratic Rights as enshrined in the Ethiopian Constitution.
- 1.3 Citizens Obligations/duties.
- 1.4 Features of a Democratic System.
- 1.5 Federalism.
- 1.6 Ethiopia in the International Relations.

### **UNIT TWO: The Rule of Law. (Total period Allotted: 10)**

- 2.1 Rule of Law and Constitution.
- 2.2 The Necessity of rule of Law.
- 2.3 Limited and Unlimited Governments.
- 2.4 Rule of Law and Corruption.

### **UNIT THREE: Equality.(Total period Allotted:8)**

- 3.1 The Importance of Equality of benefits and burdens among Nations, Nationalities and peoples of Ethiopia.
- 3.2 The Conflicting notion of Priorities of Equality.
- 3.3 Gender Issues and the Socially Discriminated Groups.

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**UNIT FOUR: Justice. (Total period Allotted: 10)**

- 4.1 Fairness.
- 4.2 Analysis of Equitability.
- 4.3 Components of the Justice System.
- 4.4 The Working of the Court.

**UNIT FIVE: Patriotism. (Total period Allotted: 8)**

- 5.1 The Basis of Patriotism.
- 5.2 Responsibilities Required from a Patriot Citizen.
- 5.3 Issues of Development.
- 5.4 Voluntarism on National basis.

**UNIT SIX: Responsibility. (Total period Allotted: 10)**

- 6.1 Citizen's Obligations in Society.
- 6.2 Being Responsible for the Consequences of One's Action.
- 6.3 Responsibility in Respecting Moral and Legal Obligations in Society.
- 6.4 Responsibility in Protecting the Environment.
- 6.5 Responsibility in Overcoming Wastage of Public Property.
- 6.6 Responsible Behaviour against HIV/AIDS.

**UNIT SEVEN: Industriousness. (Total period Allotted: 8)**

- 7.1 Respect to Work.
- 7.2 Hard Work and Development.
- 7.3 Policies and Strategies for Development.
- 7.4 Ethical Work Conduct.

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### **UNIT EIGHT: Self-Reliance (Total period Allotted: 8)**

- 8.1 Dependency and its Consequences.
- 8.2 Attributes of Self-Reliance.
- 8.3 Self-Reliance and the ability to make Decisions.

### **UNIT NINE: Saving. (Total period Allotted: 7)**

- 9.1 Ways of Improving the Habit of Saving.
- 9.2 The Need for new Thinking in Saving.
- 9.3 Traditional and Modern Institutions of Saving in Ethiopia.
- 9.4 Saving as an Instrument of Investment and Development.

### **UNIT TEN: Active Community Participation. (Total period Allotted: 6)**

- 10.1 Monitoring and Influencing Actions of Government bodies.
- 10.2 Civic Participation.

### **UNIT ELEVEN: The Pursuit of Wisdom.(Total period Allotted: 8)**

- 11.1 The significance of knowledge, wisdom and truth.
- 11.2 Knowledge as Basis for Reasoning and Objectivity.
- 11.3 Knowledge and Data.
- 11.4 Reading for getting more Knowledge.
- 11.5 Truth Vs Myth.

## Unit 1: Building a Democratic system. (14 periods)

Unit Learning outcomes: the students will be able to::

- Appreciate the principles of the Ethiopian constitution
- Realize features of democratic systems.
- Appreciate the foreign policy of Ethiopia

<b>Competencies</b>	<b>Contents</b>	<b>Suggested Activities</b>
<ul style="list-style-type: none"> <li>• describe the basic principles of the Ethiopian constitution.</li> </ul>	<p><b>1.1 Basic principles of the Ethiopian constitution (3 periods)</b></p> <p>1.1.1 the sovereignty of the people</p> <p>1.1.2 the supremacy of the constitution.</p> <p>1.1.3 the respect of human and democratic rights.</p> <p>1.1.4 the separation of state and religion.</p> <p>1.1.5 accountability of the government.</p>	<p>Divide the students into groups and let them come up with the five basic principles of the Ethiopian Federal constitution. Let the groups elaborate on the importance of the principles particularly in view past political tradition of the country.</p>
<ul style="list-style-type: none"> <li>• enumerate the human and democratic rights of citizens as stated in the federal constitution of Ethiopia.</li> </ul>	<p><b>1.2 Human and democratic rights as enshrined in the Ethiopian constitution: (3 periods)</b></p> <p>1.2.1 individual's rights to life, security and liberty.</p>	<p>Divide the students into groups and let them come up with the human and democratic rights of the Ethiopian people embodied in the federal constitution. Again let the groups emphasise on the importance of these constitutional rights in view of the violations of rights by the former Ethiopian governments. constitution is in place to protect their life and their other democratic rights. Read them relevant articles from the constitution to this effect.</p>
<ul style="list-style-type: none"> <li>• describe the human and democratic situations in Africa since independence.</li> </ul>	<p>1.2.2 right of thought, opinion and expression.</p> <p>1.2.3 the exercise of other democratic rights.</p>	<p>Make students exercise direct and indirect democracy through different class activities. For example, deliberating on issues of local security where all members speak their mind; and choosing representatives to speak on their behalf to ask the government to reduce tax.</p>

<b>Competencies</b>	<b>Contents</b>	<b>Suggested Activities</b>
	1.2.4 participatory democracy. <ul style="list-style-type: none"> <li>- direct and indirect democracy at</li> <li>- local level.</li> <li>- regional level.</li> <li>- federal level.</li> </ul> 1.2.5 human and democratic rights situations in Africa since independence.	Africa had passed through different political systems ranging from military dictatorship to civilian one party rule since independence. In all this years the African people were deprived of enjoying their rights and forced to pay sacrifices in the struggle against their governments, as is the case in Ethiopia. After the end of the cold war, as in other part of the world, the political situations in Africa started to improve for the better. In groups let students air their views on the human and democratic situations in Africa, and present their ideas to the class and give their conclusions.
<ul style="list-style-type: none"> <li>• describe what follows when one fails to properly carry out his duties.</li> <li>• execute their duty in proper manner.</li> </ul>	<b>1.3 Citizens: Obligations/duties: (2 periods)</b> <ul style="list-style-type: none"> <li>1.3.1 constitutional obligations.</li> <li>1.3.2 consequences of failing to execute one’s constitutional obligations.</li> </ul>	Divide the students into groups. Let them discuss what their constitutional obligations are. What is expected of them to enjoy their rights, whatever those rights are. Suppose they want to exercise their rights of demonstration. What obligation they have to observe to enjoy this right. Raise different rights to be enjoyed by the students with their concomitant obligations. What if they failed to execute their obligations properly? Let them give their own conclusion.
<ul style="list-style-type: none"> <li>• describe what is meant by transparency and accountability</li> <li>• explain the importance of tolerance of diversity for peace.</li> <li>• be tolerant of differences within the limit of their capacity.</li> </ul>	<b>Features of democratic system: (2 periods)</b> <ul style="list-style-type: none"> <li>1.4.1 transparency and accountability.                             <ul style="list-style-type: none"> <li>- the implication of transparency and accountability in the Federal Democratic Republic of Ethiopia.</li> </ul> </li> <li>1.4.2 unity in diversity.                             <ul style="list-style-type: none"> <li>- the relation between diversity tolerance and peace.</li> </ul> </li> </ul>	Let each student explain the terms transparency and accountability. Why is it that it is only under a democratic system that transparency and accountability of the government is feasible? Form two groups each having two or three members. Let the groups study how Ethiopia maintained her sovereignty and territorial integrity throughout history. Let their findings highlight the contributions of the nations, nationality and peoples of Ethiopia despite cultural differences. Let the groups present their findings to the class where all students discuss the issue. Let the students also discuss about the major problems around the Great Lake regions in Africa, and what caused the problem.
<ul style="list-style-type: none"> <li>• distinguish between the authority of the federal and regional governments of</li> </ul>	<b>1.4 Federalism: (2 periods)</b> <ul style="list-style-type: none"> <li>1.5.1 The origin of federalism in Ethiopia and the price paid for</li> </ul>	Divide the class into three groups. Let one group study the power of the federal state as enshrined in the federal constitution; the second group study the power of the regional governments; the third group the common area



<b>Competencies</b>	<b>Contents</b>	<b>Suggested Activities</b>
Ethiopia.	it. 1.5.2 power division between the federal and regional governments. 1.5.3 differences of authority between the federal and regional governments of Ethiopia. 1.5.4 common domain of the federal and regional governments of Ethiopia.	where the federal and the regional governments have joint control. Let each group present its study to the whole class and discuss the issue.
<ul style="list-style-type: none"> <li>explain the active role Ethiopia played in the formation of global organizations.</li> </ul>	<b>1.6 Ethiopia in the international relations: (2 periods)</b> 1.6.1 Ethiopia, the founding member of various international organizations. - League of Nations, UNO, the OAU/ AU, the Non Aligned Organizations, COMESA, IGAD.	Divide the class into six groups and let each group make a thorough study of one of the organizations for which Ethiopia played a leading role in its formation. After each group has presented its finding to the whole class let them discuss each study paper and then comment on what benefits Ethiopia achieved from these active international relations.

### Assessment

The teacher should assess each student’s work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

### Students at minimum requirement level

A student working at the minimum requirement level will be able to:- describe the basic principles of the Ethiopian constitution, enumerate the human and democratic rights of citizens as stated in the federal constitution of Ethiopia, describe the human and democratic situations in Africa since independence, describe what follows when one fails to properly carry out his duties, execute their duty in proper manner, describe what is meant by transparency and accountability, explain the importance of tolerance of diversity for peace, be tolerant of differences within the limit of their capacity,

distinguish between the authority of the federal and regional governments of Ethiopia, explain the active role Ethiopia played in the formation of global organizations.

**Students above minimum requirement level**

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

**Students below minimum requirement level**

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

## Unit 2: The Rule of Law. (10 periods)

Unit Learning outcomes: the students will be able to:

- Recognize the relation between a constitution and rule of law.
- Realize the nature of limited and unlimited government.
- Appreciate the necessity of combating corruption.

<b>Competencies</b>	<b>Contents</b>	<b>Suggested Activities</b>
<ul style="list-style-type: none"> <li>• distinguish the differences between the constitution of the federal and regional states.</li> </ul>	<p><b>Rule of law and constitution:</b> (2 periods)</p> <p>2.1.1 similarity and differences between the federal and regional states constitution.</p>	<p>Form a group of about three or four students. The group should study the federal and their regional states' constitution and come up with any similarities and differences. Let the groups present their findings to the whole class and conduct a discussion.</p>
<ul style="list-style-type: none"> <li>• explain the importance of rule of law.</li> <li>• describe what follows when rule of law breaks down.</li> <li>• explain how to prevent and manage conflict.</li> </ul>	<p><b>The necessity of rule of law:</b> (3 periods)</p> <p>2.2.1 establishes restrictions both on those who govern and the governed.</p> <p>2.2.2 protects the basic rights of citizens.</p> <p>2.2.3 promotes the common good.</p> <p>2.2.4 consequences of the absence of rule of of - anarchy.</p>	<p>Divide the students into groups and let them discuss what kind of restrictions should be placed on the government; likewise what restrictions should be imposed on citizens as political communities. From this let them proceed to explain how the rule of law sets limits, protects the rights of citizens and promotes the common good. Let them read the relevant articles from the federal constitution by which it imposes restrictions on the government and the people, protects the basic rights of citizens and promotes the common good.</p> <p>Let the groups air their views on what would follow if rules had totally broken down and citizens took the law in their hands and did what seemed to be right in their eyes.</p>
	<ul style="list-style-type: none"> <li>- arbitrary rule.</li> <li>- absence of accountability</li> <li>- disregard for established and fair procedures.</li> </ul> <p>2.2.5 rule of law and conflict prevention and conflict management: - adhering to the values and</p>	<p>Let the groups work on the following hypothetical case. Two adjacent kebeles share a common sewerage system. If the sewerage system is blocked the health of both kebeles will be affected. Let one group come up with a proposal on how to avoid the eruption of conflict in the first place. Let the second group imagine that conflict has already flared up due to the misuse of the sewerage system that affected one of the kebeles. How should the two kebeles manage the conflict? Let the group come up with a</p>

<b>Competencies</b>	<b>Contents</b>	<b>Suggested Activities</b>
	<p>principles of the constitution.</p> <ul style="list-style-type: none"> <li>- identifying common beliefs, interests and goals.</li> <li>- working together on common problems.</li> <li>- understanding and respecting the customs, beliefs, problems, history etc of others.</li> <li>- encouraging communications among different groups.</li> </ul>	<p>proposed solution.</p>
<ul style="list-style-type: none"> <li>• describe the nature of limited and unlimited governments.</li> </ul>	<p><b>2.3 Limited and unlimited governments: (3 periods)</b></p> <p>2.3.1 limited government.</p> <ul style="list-style-type: none"> <li>- USA</li> <li>- Great Britain</li> <li>- contemporary Ethiopia</li> </ul> <p>2.3.2 Unlimited governments.</p> <ul style="list-style-type: none"> <li>- Nazi Germany</li> <li>- Fascist Italy</li> <li>- Spain under General Franco</li> </ul> <p>2.3.3 damage perpetrated by unlimited governments</p> <p>2.3.4 power Vs authority.</p>	<p>Divide the class into 6 groups Distribute the countries mentioned in the contents.</p> <p>Let each group study the political philosophy and political structure of the country it is assigned to study. The groups should then present their study papers to the whole class and conduct discussion. The students need to be clear about the notion of limited and unlimited governments.</p>
<ul style="list-style-type: none"> <li>• explain the role of individuals and institution in the fight against corruption.</li> <li>• fight corruption within the limit of their capacity.</li> </ul>	<p><b>2.4 Rule of law and combating corruption: (2 periods)</b></p> <p>2.4.1 national call for corruption.</p> <ul style="list-style-type: none"> <li>- individuals' contributions</li> <li>- honesty in one's position.</li> <li>- avoidance of favouritism.</li> <li>- exposing acts of corruption.</li> <li>- transparency.</li> <li>- accountability.</li> </ul>	<p>If possible invite a staff member of an ethical and anticorruption commission and let him/her give a lesson on corruption in general and corruption in Ethiopia in particular.</p> <p>Otherwise let students try to explain what corruption is and the damage it brings on a country. Let them also explain what their role should be in the fight against this social evil.</p>

## **Assessment**

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

### **Students at minimum requirement level**

A student working at the minimum requirement level will be able to:- distinguish the differences between the constitution of the federal and regional states, explain the importance of rule of law, describe what follows when rule of law breaks down, explain how to prevent and manage conflict, describe the nature of limited and unlimited governments, explain the role of individuals and institution in the fight against corruption, fight corruption within the limit of their capacity.

### **Students above minimum requirement level**

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

### **Students below minimum requirement level**

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

### Unit 3: Equality. (8 periods)

Unit Learning outcomes: the students will be able to:

- Realize the notions of equality benefits and burden.
- Be aware of gender issues.

<b>Competencies</b>	<b>Contents</b>	<b>Suggested Activities</b>
<ul style="list-style-type: none"> <li>• describe what kinds of equality and burdens the nations, nationalities and peoples of Ethiopia enjoy.</li> </ul>	<p><b>1.1 3.1 The importance of equality among nations, nationalities and peoples of Ethiopia: (2 periods)</b></p> <p>3.1.1 equality in terms of</p> <ul style="list-style-type: none"> <li>- political</li> <li>- economic</li> <li>- social</li> <li>- cultural</li> </ul> <p>3.1.2 the importance of equality:</p> <ul style="list-style-type: none"> <li>- for nation building.</li> <li>- for making peace real.</li> </ul>	<p>Open with a brainstorming discussion among the class by asking the students to air their views on what they wish Ethiopia to be in 10 years time i.e in relation to development. Let them explain what should be in place for Ethiopia to prosper, particularly in terms of equality. Read the relevant articles from the federal constitution and ask the students whether the issues of equality are legally dealt with or are there still some equality issues to be addressed? Divide the students and let them discuss on this point and come up with their own conclusions.</p>
<ul style="list-style-type: none"> <li>• describe how sometimes the notion of equality seem to be in conflict.</li> </ul>	<p><b>3.2 The conflicting notion of priorities of equality: (2 periods)</b></p> <p>3.2.1 equality Vs liberty.</p> <p>3.2.2 individual rights Vs. the common good/public interest</p>	<p>Divide the class into groups. Let the groups discuss the following hypothetical case. As a citizen of Ethiopia, the equality of an individual is respected by the constitution. Having this right, a group of students submitted an application to a civic club to be members. But the club declined to accept them as its members. Is the right of the students to equality violated? After each group brainstorms the points let the whole class discuss the issue and come up with their own conclusions.</p>
<ul style="list-style-type: none"> <li>• explain the discrimination that women and the socially discriminated groups were exposed to .</li> </ul>	<p><b>3.3 Gender issues and the socially discriminated groups: (2 periods)</b></p> <p>3.3.1 contemporary situation.</p> <ul style="list-style-type: none"> <li>- positive gender issues</li> </ul>	<p>Divide the students into groups and discuss the discrimination females and the disabled were exposed to in Ethiopia; let them give their own conclusions. Has their situation improved at present? Can we talk of development in the face of inequalities among the different sections of the Ethiopian people?</p>

<b>Competencies</b>	<b>Contents</b>	<b>Suggested Activities</b>
	development in Ethiopia. 3.3.2 gender equality for sustainable development. 3.3.3 equality of the disabled group.	
<ul style="list-style-type: none"> <li>describe the negative impact of failing to acknowledge unity in diversity.</li> </ul>	3.4 <b>The tendency to negate unity in diversity (2 periods)</b> -negative consequences	By now the students are well familiarized that their country is a multicultural nation. They are also well acquainted with the importance of unity in diversity within the Ethiopian political setting. Divide them into groups and let them discuss and come up with their own conclusion what will be the negative effect of denying unity and diversity.

### Assessment

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

#### Students at minimum requirement level

A student working at the minimum requirement level will be able to:- describe what kinds of equality and burdens the nations, nationalities and peoples of Ethiopia enjoy, describe how sometimes the notion of equality seem to be in conflict, explain the discrimination that women and the socially discriminated groups were exposed to, describe the negative impact of failing to acknowledge unity in diversity.

#### Students above minimum requirement level

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

#### Students below minimum requirement level

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

### Unit 4: Justice. (10 periods)

Unit Learning outcomes: the students will be able to:

- Realize the essence of equity of benefits and burdens.
- Recognize the history of equitability in Ethiopia.
- Understand the components of the justice system.
- Appreciate the working of the courts in Ethiopia
- Understand rights and duties of taxpayers.

<b>Competencies</b>	<b>Contents</b>	<b>Suggested Activities</b>
<ul style="list-style-type: none"> <li>• explain what is meant by equity of benefits and burdens.</li> </ul>	<p><b>4.1 Fairness: (1 period)</b>                      4.1.1 equity of benefits and burdens.                      -essence of equity of benefits and burdens.</p>	<p>Let students first explain what is meant by “benefits” and “burdens”. Then let them discuss if there is or if there is not equity of benefits and burdens in their regions or in the country as a whole. Motivate them to support their ideas with evidence.</p>
<ul style="list-style-type: none"> <li>• describe the history of distribution of social services and national resources in the country.</li> </ul>	<p><b>4.2 Analysis of equitability: (3 periods)</b>                      4.2.1 the history of distribution of social services.                      - distribution of national resources, and their impact on creating imbalance between the different regions and causing misunderstanding among citizens of Ethiopia.</p>	<p>Form a group which is composed of about four or five students. Let this group come up with a comparative study of how many schools, health canter, universities, postal services, electric and telephone lines etc are there now and before 16 years in their region; or compare the distribution of these social services in their region with another region of Ethiopia; what could they conclude from this? Let them present their ideas to the whole class. Let them view the issues from the perspective of creating understanding or misunderstanding among citizens.</p>
<ul style="list-style-type: none"> <li>• explain the agencies of justice</li> </ul>	<p><b>4.3 Components of the justice system: (2 periods)</b>                      4.3.1 agencies of justice.                      - laws.                      - courts.                      - judges etc.                      4.3.2 independence of the judiciary.                      4.3.3 similarities and differences between the conventional courts and the traditional justice system.</p>	<p>Form groups and let them discuss how laws, courts and judges could be agencies of justice. Can a nation exist without agencies of justice; for example, can we live without the works of courts and judges? Why? Likewise, let the groups try to explain what is meant by the independence of the judiciary. What is the guideline for courts and judges? Why doesn't the government regulate their professional activities as it does for other service servants? Let the students air their views. If possible let the groups ask a knowledgeable person how, for example, the sheria court works and let them compare the works of this court with the works of the conventional courts.</p>



<b>Competencies</b>	<b>Contents</b>	<b>Suggested Activities</b>
<ul style="list-style-type: none"> <li>describe the duties of courts.</li> </ul>	<p><b>4.4 The working of the court: (2 periods)</b></p> <p>4.4.1 judicial protection of the rights of individuals:</p> <p>4.4.2 the impact of prevalence of injustice on the rights of citizen.</p> <p>4.4.3 ethical problems within the justice system:</p> <ul style="list-style-type: none"> <li>- partisanship in giving judgments.</li> <li>- bias and stereotypes.</li> </ul>	<p>Divide the students into groups and let them discuss on the following hypothetical case and decide for themselves how courts are essential for the protection of the rights of individuals. The government allegedly says that Mr x, a father of 4 sons, is a member of a terrorist organization and fires him from his work. Mr x submits a petition to the government saying that he is innocent. But nobody accepts his pledge of innocence. What is the last option for Mr x to prove his innocence?</p>
<ul style="list-style-type: none"> <li>explain the right and duties of taxpayers.</li> <li>describe methods of tax assessment in Ethiopia.</li> </ul>	<p><b>4.5 Fairness in taxation: (2 periods)</b></p> <p>4.5.1 rights and duties of tax payers.</p> <p>4.5.2 methods of tax assessment in Ethiopia.</p>	<p>By way of revision let the students in groups discuss what the government does with tax money. The process of collecting tax would be more effective if citizens voluntarily comply with the national rules set to this effect. Let the students air their views on the necessity of voluntary compliance of citizens and how this could be achieved.</p> <p>After making the students aware of the rights and duties of taxpayers and methods of tax assessment in Ethiopia let them discuss in their groups what they have been taught and let them give their conclusions.</p>

### Assessment

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

#### Students at minimum requirement level

A student working at the minimum requirement level will be able to:- explain what is meant by equity of benefits and burdens, describe the history of distribution of social services and national resources in the country, explain the agencies of justice, describe the duties of courts, explain the right and duties of taxpayers, describe methods of tax assessment in Ethiopia .

#### Students above minimum requirement level

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

**Students below minimum requirement level**

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

**Unit 5: Patriotism.** (8 periods)

Unit Learning outcomes: the students will be able to:

- Recognize the new dimension of patriotism in contemporary Ethiopia.
- Understand the basic historical development of the Ethiopian flag.
- Recognize of issues development.
- Appreciate the role of voluntarism on national issues.

<b>Competencies</b>	<b>Contents</b>	<b>Suggested Activities</b>
<p>• enumerate the factors that contribute to the building of a sense of patriotism.</p>	<p><b>5.1 The basis of patriotism: (2 periods)</b></p> <p>5.1.1 understanding Ethiopian history objectively.</p> <ul style="list-style-type: none"> <li>- the importance of searching the true history of Ethiopia.</li> <li>- methods of searching the true history of Ethiopia.</li> <li>- understanding the historical development of the Ethiopian flag.</li> <li>- respecting the national flag and the flags of the regions.</li> </ul> <p>5.1.2 the existence of equality among citizens.</p> <p>5.1.3 respecting tolerance of differences.</p>	<p>Here the lesson could start by recounting some aspect of Ethiopian history, for example, the Battle of Adowa, which was a war fought against Italy by nations, nationalities and peoples of Ethiopia. This has not been understood as such for many years. Provided this war is construed as the achievement of a particular group, the history of Ethiopia will be distorted: and without having the right knowledge of the history of the country it is hardly possible to create understanding and harmony among the people of Ethiopia. Let the students give their own conclusion after discussing in groups on the dire need to bring the Ethiopian history in perspective and why.</p> <p>First describe the historical development of the national flag; and then let the students describe, in groups, the colour of the national and each regional states flags, and what the colours represent; and what the emblems stand for. And also let them explain the importance of each region having its own flag.</p>

<b>Competencies</b>	<b>Contents</b>	<b>Suggested Activities</b>
<ul style="list-style-type: none"> <li>• explain what the responsibilities of a patriot are.</li> <li>• be patriot citizens.</li> </ul>	<p><b>5.2 Responsibilities required from a patriot citizen: (2 periods)</b></p> <p>5.2.1 acting ethically.</p> <p>5.2.1 concern for the well-being of one’s own country.</p> <p>5.2.2 identifying common values and goals.</p> <ul style="list-style-type: none"> <li>- sacrificing personal desires and interests for the common good.</li> </ul> <p>5.2.3 upholding the constitutional democratic system.</p> <p>5.2.4 due respect for the national flag and national anthem.</p> <p>5.2.5 carrying out personal and civic responsibilities.</p>	<p>It had been a long established tradition in Ethiopia to equate patriotism with defending one’s country militarily against foreign power. Divide the students into groups. And then let them discuss whether defending one’s country militarily is enough or the only expression of the feeling of patriotism. What other elements express a true sense of patriotism? Let the groups come up with their proposal for the expression of patriotic feeling.</p> <p>Let the students explain the importance of respecting the national flag and the national anthem. Each regional state of Ethiopia has its own flag. Let the students explain the importance and necessity for regions to have their own separate flags.</p>
<ul style="list-style-type: none"> <li>• explain what development means.</li> <li>• describe Ethiopia’s potential for development.</li> </ul>	<p><b>5.3 Issues of development: (2 periods)</b></p> <p>5.3.1 identifying universal indicators of development.</p> <p>5.3.2 contrasting Ethiopia’s level of development in terms of universal development indicators.</p> <p>5.3.3 reviewing the resources of the country and their potential for development.</p>	<p>You can create two groups that each consist of 3-4 students. Let one group identify universal indicators of development and Ethiopia’s place and degree of poverty in this respect. Let the other group study Ethiopia’s mineral wealth and other resources and their potential for development. Let the two groups present their findings to the class and hold discussions.</p>
<ul style="list-style-type: none"> <li>• explain voluntarism and its importance for addressing national problems.</li> </ul>	<p><b>5.4 Voluntarism on national basis: (2 periods)</b></p> <p>5.4.1 working for the betterment of the nation.</p> <p>5.4.2 defending the constitution, peace, sovereignty and territorial integrity</p>	<p>Begin this lesson by letting students air their views on what is meant by “voluntarism”. Ask students if a country’s government should or can do everything by itself. For “yes” or “no” answers let them present justification. For example, when Ethiopia was invaded by Eritrea, the gallant Ethiopians volunteered and repulsed the aggression. If that had not been the case the country’s sovereignty could have been at stake. Ask</p>

<b>Competencies</b>	<b>Contents</b>	<b>Suggested Activities</b>
	of the country.	students what other voluntary services they have in mind that promotes the welfare of the nation.

### Assessment

The teacher should assess each student’s work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

#### Students at minimum requirement level

A student working at the minimum requirement level will be able to:- enumerate the factors that contribute to the building of a sense of patriotism, explain what the responsibilities of a patriot are, be patriot citizen , explain what development means, describe Ethiopia’s potential for development, explain voluntarism and its importance for addressing national problems.

#### Students above minimum requirement level

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

#### Students below minimum requirement level

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

## Unit 6: Responsibility. (10 periods)

Unit Learning outcomes: the students will be able to:

- Understand the responsibilities of citizens in society.
- Appreciate the responsibilities of citizens to protect the environment.
- Recognize the responsible behaviour expected of citizens to halt HIV/AIDS

<b>Competencies</b>	<b>Contents</b>	<b>Suggested Activities</b>
<ul style="list-style-type: none"> <li>• explain what responsibilities citizens have towards their society.</li> <li>• perform their duties to the society responsibly.</li> </ul>	<p><b>6.1 Citizen’s obligations in society: (2 periods)</b></p> <p>6.1.1 participation in the political process.</p> <p>6.1.2 negotiate and compromise to resolve misunderstandings.</p> <p>6.1.3 appreciate individual and group differences.</p> <p>6.1.4 paying fair taxes.</p> <p>6.1.5 performing responsibilities (duties) with a sense of urgency.</p>	<p>Divide the students into groups. In their groups let them discuss their obligations to the society to which they are a part. For example, let us assume that they are members of a civil society established to promote the objectives of “poverty reduction” in their locality. Let the students assume themselves to be the treasurer of the society. What precaution could they take so that the budget will not be misused? What would follow if the money were embezzled? Let students comment on this in terms of performing public services genuinely.</p> <p>All the other contents could be dealt with in a similar manner by raising issues and relating them with the contents.</p>
<ul style="list-style-type: none"> <li>• explain what a promise is in a societal context.</li> <li>• describe that executing responsibilities have either rewarding or punishing consequences.</li> </ul>	<p><b>6.2 Responsibility for the consequences of one’s action: (2 periods)</b></p> <p>6.2.1 the need for keeping one’s promise to society.</p> <p>6.2.3 rewards or penalties that accompany fulfilling or not fulfilling the responsibility entrusted with.</p>	<p>It is true that citizens have the responsibility to have active participation in the political process of the country, like in electing their representatives. It is only in this way that the democratic system can thrive.</p> <p>Let students comment on what could happen to the young democracy if citizens refrain from participating in politics? The reversal towards dictatorship is the price they pay for failing to participate while the sustainability of the democratic system is the reward they reap for properly participating i.e. for executing their responsibilities. Let the students air their views on this. Let them agree or disagree on what is said above.</p>
<ul style="list-style-type: none"> <li>• describe citizens’ moral and legal obligations in society.</li> </ul>	<p><b>6.3 Responsibility in respecting moral and legal obligations in the society: (2 periods)</b></p>	<p>Literally, in Ethiopian society the young have the moral responsibility to respect the elderly and support them. What would follow if one was to violate this moral responsibility? Let students enumerate in groups what other moral and ethical values they can think of in order to live with peace</p>

<b>Competencies</b>	<b>Contents</b>	<b>Suggested Activities</b>
	6.3.1 moral obligation. - maintaining moral and ethical values. 6.3.2 legal obligation - upholding the constitution. - respecting the other laws of the land.	in their community without being stigmatized.
<ul style="list-style-type: none"> <li>• explain the necessity of protecting the environment.</li> <li>• refrain from damaging the environment.</li> </ul>	<b>6.4 Responsibility in protecting the environment: (2 periods)</b> 6.4.1 protecting the environment and wildlife destruction. 6.4.2 protection and preservation of historical heritages. 6.4.3 proper utilization of natural resources and cultural heritages.	Create two groups of 5-6 members. Let one group study the wild life in their locality. Let the other group study the cultural heritage of the community. Then let the groups present their findings to the class explaining the added advantages these resources give. Let the class discuss what happens to these resources if the environment is not protected well. And also their responsibilities to protect and preserve the environment from being damaged.
<ul style="list-style-type: none"> <li>• explain the history of HIV/AIDS.</li> <li>• describe how HIV/AIDS is transmitted.</li> <li>• protect themselves from HIV.</li> </ul>	<b>6.5 Responsible behaviour against HIV/AIDS: (2 periods)</b> 6.5.1 the rise and development of HIV/AIDS 6.5.2 ways of transmission of HIV/AIDS. 6.5.3 challenges and threats of HIV/AIDS to human race.	Establish three groups of modest size 5-6 members. Let one group study the historical development of HIV/AIDS; the other group the ways by which HIV/AIDS is transmitted; and the third group the challenge presented by this epidemic against humanity. Let each group present its findings to the class and discuss HIV/AIDS. At last the students give their conclusion how serious the epidemic is.

### Assessment

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

### Students at minimum requirement level

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A student working at the minimum requirement level will be able to:- explain what responsibilities citizens have towards their society, perform their duties to the society responsibly, explain what a promise is in a societal context, describe that executing responsibilities have either rewarding or punishing consequences, describe citizens' moral and legal obligations in society, explain the necessity of protecting the environment refrain from damaging the environment, explain the history of HIV/AIDS, describe how HIV/AIDS is transmitted, protect themselves from HIV.

### **Students above minimum requirement level**

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

### **Students below minimum requirement level**

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.



## Unit 7: Industriousness. (8 periods)

Unit Learning outcomes: the students will be able to:

- Recognize the respect to be accorded to work.
- Realize the relation between work and development.
- Appreciate the necessity of policies and strategies for development.

<b>Competencies</b>	<b>Contents</b>	<b>Suggested Activities</b>
<ul style="list-style-type: none"> <li>• describe that any work is to be honoured.</li> </ul>	<p><b>7.1 Respect to work: (2 periods)</b>                      7.1.1 due respect to any type of work.                      7.1.2 work as the only rational and legal means to get income.</p>	<p>Let each student list down the work he/she admires most. Then, dividing the students into groups let them debate for or against the choice of their work. Let this argument proceed within the large class, the teacher leading the argument towards honouring work irrespective of its type.</p>
<ul style="list-style-type: none"> <li>• explain the professional ethics required from a worker.</li> </ul>	<p><b>7.2 Ethical work conduct: (2 periods)</b>                      7.2.1 maintaining labour discipline.                      7.2.2 punctuality and proper utilization of instruments of labour.                      7.2.3 working in harmony and cooperation with fellow workmates.                      7.2.4 developing professional skills.                      7.2.5 execution of professional duties properly.</p>	<p>Let the students put themselves in the shoes of their teachers or other professionals. Divide them into groups and let them come up with their own conclusions what professional ethics are expected of them? For example, let's take the tardiness of the teacher. How can this affect the teaching learning process? In a similar manner all the other contents could be dealt with.</p>
<ul style="list-style-type: none"> <li>• explain work as an instrument for development.</li> </ul>	<p><b>7.3 Hard work and development: (2 periods)</b>                      7.3.1 work as a poverty reduction instrument.                      7.3.2 the relationship between hard work and development.                      7.3.3 work and creativity.</p>	<p>It is well attested that Ethiopia is one of the least developed countries of the world. Present some indicators that prove that this is so. Let the students air their views on whether they appreciate this level of poverty; one or two groups can be formed to come up with a proposal on how to overcome the poverty problem of Ethiopia.</p>
<ul style="list-style-type: none"> <li>• describe the various policies and strategies designed by the Ethiopian government to accelerate economic development in the country.</li> </ul>	<p><b>7.4. Policies and strategies for development: (2 periods)</b>                      7.4.1 the response of the Ethiopian government to speed up the economic development of the country.</p>	<p>Divide the class into three groups. Distribute the documents produced by the government on rural and industrial development as well as on capacity building one for each group. Let each group go thoroughly through the document it is given and present the idea of the government, in brief, to the class. Then let the class debate for or against the ideas of</p>

<b>Competencies</b>	<b>Contents</b>	<b>Suggested Activities</b>
	<ul style="list-style-type: none"> <li>- rural development                             <ul style="list-style-type: none"> <li>- policy and strategy.</li> </ul> </li> <li>- industrial development.                             <ul style="list-style-type: none"> <li>- policy and strategy.</li> </ul> </li> <li>- capacity building.                             <ul style="list-style-type: none"> <li>- policy and strategy.</li> </ul> </li> </ul> 7.4.2 Globalization and the Ethiopian economy.	the government. Let the students come up with their alternatives for the economic development of the country.

### Assessment

The teacher should assess each student’s work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

#### Students at minimum requirement level

A student working at the minimum requirement level will be able to:- describe that any work is to be honoured, explain the professional ethics required from a worker, explain work as an instrument for development, describe the various policies and strategies designed by the Ethiopian government to accelerate economic development in the country.

#### Students above minimum requirement level

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

#### Students below minimum requirement level

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

## Unit 8: Self-reliance. (8 periods)

Unit Learning outcomes: the students will be able to:

- Realize the attributes of self-reliance.
- Recognize the consequences of dependency.
- Understand the negative effect of contraband on the national economy and development.
- Appreciate the impacts of self-reliance on decision making.

<b>Competencies</b>	<b>Contents</b>	<b>Suggested Activities</b>
<ul style="list-style-type: none"> <li>• explain the characteristics of self-reliance.</li> </ul>	<p><b>8.1 Attributes of self-reliance: (3 periods)</b></p> <p>8.1.1 rightful perception about oneself.</p> <p>8.1.2 assertiveness.</p> <p>8.1.3 avoiding the tendency to live on others.</p> <p>8.1.4 free from being dominated by others.</p>	<p>Form two groups where each group could have 3 to 4 members. Let one group work on what is meant by “rightful perception of oneself”. Let the other group study what is meant by assertiveness”. Let the two groups present their paper to the whole class and make a conclusion of their own.</p>
<ul style="list-style-type: none"> <li>• explain the effects of dependency</li> </ul>	<p><b>8.2 Dependency and its consequences: (3 periods)</b></p> <p>8.2.1 risk to the public welfare.</p> <p>8.2.2 susceptible to interference from outside.</p> <p>8.2.2 to be dictated to work for others’ will.</p> <p>8.2.3 retarding national development</p>	<p>Many 3<sup>rd</sup> world countries are dependent on the economic aids of the affluent countries. In the face of this foreign reliance, can the 3<sup>rd</sup> world countries truly call themselves free and independent? Let the students comment on the areas of interference by the rich countries on the affairs of the poor ones.</p>
<ul style="list-style-type: none"> <li>• describe that a self-reliant person is always making a wise decision.</li> <li>• make wise decisions</li> </ul>	<p><b>8.3 Self-reliance and decisions making: (2 periods)</b></p> <p>8.3.1 making decisions by one own self.</p> <p>8.3.2 making rational and informed decisions.</p> <p>8.3.3 being flexible and accommodating the opinion of others when</p>	<p>Let each student explain which areas of his/her life call for making a decision. Have they ever made decision for which they are happy, or which they regret? Why? Have they ever made any decision due to the imposition of a friend a family member etc? If they did so, why didn’t they say no? Let the students air their views.</p>

<b><i>Competencies</i></b>	<b><i>Contents</i></b>	<b><i>Suggested Activities</i></b>
	making decisions.	

### **Assessment**

The teacher should assess each student’s work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

#### **Students at minimum requirement level**

A student working at the minimum requirement level will be able to:- explain the characteristics of self-reliance, explain the effects of dependency, describe that a self-reliant person is always making a wise decision and make wise decisions.

#### **Students above minimum requirement level**

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

#### **Students below minimum requirement level**

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

## Unit 9: Saving. (7 periods)

Unit Learning outcomes: the students will be able to:

- Realize how to improve the habit of saving.
- Understand the necessity of new thinking to improve saving habit.
- Recognize the traditional and modern institutions of saving.
- Appreciate the importance of saving as an instrument for investment.

<b>Competencies</b>	<b>Contents</b>	<b>Suggested Activities</b>
<ul style="list-style-type: none"> <li>• explain the mechanism of improving the old tradition of saving.</li> </ul>	<p><b>9.1 Ways of improving the habit of saving: (1 period)</b></p> <p>9.1.2 identifying factors that affect regular saving of personal and family income.</p> <ul style="list-style-type: none"> <li>- avoidance of extravagance practices.</li> <li>- limiting one’s interest to one’s economic capacity.</li> </ul>	<p>Let the students explain what kinds of behaviour they observe at home affecting saving, like buying different goods during paydays. Do they compete with their friends in having different things, though their families’ economic capacity cannot afford it? Let students in groups exchange ideas and come up with a solution.</p>
<ul style="list-style-type: none"> <li>• describe the necessity of a new perspective of saving.</li> </ul>	<p><b>9.2 The need for new thinking in saving: (1 period)</b></p> <p>9.2.1 appreciating and consuming local products.</p> <p>9.2.2 avoidance of wastage in the process of production and consumption.</p>	<p>Divide the student into groups and let them discuss which commodity they admire most – the one made in, say, America or the locally made one. Why? If Ethiopia is to progress economically, among other things, her industries have to develop. But how can her industries develop while citizens have blind faith in foreign commodities? Let the students discuss this point and propose a solution on how they can develop the habit of saving through consuming local products.</p>
<ul style="list-style-type: none"> <li>• identify traditional and modern institutions of saving.</li> <li>• explain the effects of saving on the individual and the society at large.</li> </ul>	<p><b>9.3 traditional and modern institutions of saving in Ethiopia: (3 periods)</b></p> <p>9.3.1 the merits and demerits of the two institutions.</p> <ul style="list-style-type: none"> <li>-traditional institutions of saving in Ethiopia</li> <li>- equb.</li> <li>- edir.</li> </ul>	<p>Form 3 groups each consisting of 3 to 4 students. Let one group study “equb” i.e its constitution, what it does to its members, what its achievements are so far and what its weaknesses are etc. Let the other group visit a “Bank” and study what its purpose is, what its policy is, who the beneficiaries are etc. The 3<sup>rd</sup> group should study an insurance company; what its purpose is, what its policy is, who its beneficiaries are, etc. If one of these institutions are lacking in the locality it could be replaced by “Edir”. Let the students present their findings to the</p>

<b>Competencies</b>	<b>Contents</b>	<b>Suggested Activities</b>
	-modern institutions of saving in Ethiopia. - banks. - insurance. 9.3.2 effects of saving. -meeting the permanent interests of the home and society.	class and let the whole class discuss the role of these institutions and their importance.
<ul style="list-style-type: none"> <li>•explain the relationship between saving and development.</li> <li>• describe the role national and international monetary institutions are playing in development.</li> </ul>	9.4 <b>Saving as an instrument of investment and development: (2 periods)</b> 9.4.1 saving as an instrument of accumulation of capital. 9.4.2 national monetary institutions and their contributions to development in Ethiopia.	Let's imagine that, through continuous saving, a family saved 100,000 Ethiopian Birr. What would the students advise this family to do with the money? Shall the family keep on saving or invest its money in a profitable venture to triple and quadruple its capital? Let the students in groups air their views on this but gear them to the advantage investment has, not only to the individual, but also to the nation as a whole. Let one group study the role banks play in national development and present their findings to the class. Let the class discuss the presentation and give its own conclusion.

### Assessment

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

#### Students at minimum requirement level

A student working at the minimum requirement level will be able to:- explain the mechanism of improving the old tradition of saving, describe the necessity of a new perspective of saving, identify traditional and modern institutions of saving, explain the effects of saving on the individual and the society at large, explain the relationship between saving and development, describe the role national and international monetary institutions are playing in development.

#### Students above minimum requirement level

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

**Students below minimum requirement level**

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

**Unit 10: Active Community Participation. (6 periods)**

Unit Learning outcomes: the students will be able to:

- Recognize the importance of monitoring and influencing actions of the government.
- Appreciate citizens civic participation

<b>Competencies</b>	<b>Contents</b>	<b>Suggested Activities</b>
<ul style="list-style-type: none"> <li>• explain how to monitor and influence actions of governments.</li> </ul>	<p><b>10.1 Active participation : (3 periods)</b></p> <p>10.1.1 Monitoring and influencing actions of government bodies</p> <ul style="list-style-type: none"> <li>- working in campaigns.</li> <li>- circulating and signing petitions.</li> <li>- taking part in peaceful demonstrations.</li> <li>- contributing money to political parties candidates.</li> <li>- forming a public agenda.</li> </ul>	<p>Remind the students of the fact that Ethiopia stayed under an autocratic system of government for many years. Now the people are trying to exercise democracy. What is expected of citizens for the democratic system to sustain? Let the students in groups discuss what they should do for the democratic system to thrive. In due course each content could be picked up and discussed. Thomas Jefferson tells us as far back as 1816: “where every man is a participator in the government affairs, not merely at an election one day in the year but every day--- he well let the heart be torn out of his body sooner than his power be wrested from him by a Caesar or a Bonaparte”. What is the significance of Jefferson’s message? Let the groups agree or disagree with the saying of Jefferson.</p>
<ul style="list-style-type: none"> <li>• describe the importance of civic participation.</li> <li>• participate in civic societies.</li> </ul>	<p><b>10.2 Civic participation: (3 periods)</b></p> <p>10.2.1 executing civic responsibilities.</p> <ul style="list-style-type: none"> <li>- becoming a member of civil societies.</li> <li>- performing voluntary services to the community.</li> </ul> <p>10.1.2 dispositions that enhance citizens’ effectiveness in public participation.</p> <ul style="list-style-type: none"> <li>- commitment and dedication.</li> <li>- having team sprit.</li> <li>-readiness to work with others for common goals as opposed to promote personal interest.</li> <li>- readiness to work within the frame work of the constitutions and other laws of the land.</li> </ul>	<p>Invite the chairperson or the member of a civil society from the locality to lecture on the role of his/her organization in alleviating the social problem of the people. What brought the people together in their membership of the organization? What special advantages do the members reap for themselves? In what ways can the organization influence the policies of the government?</p> <p>After the lecture is over and the students have asked the guest clarification questions, let them discuss among themselves the importance of a civic society.</p> <p>Let the students comment on the following quote; “civil society makes it possible for people individually or in association with others to bring their influence to bear on government in ways other than voting and election”. Does this quote reflect the importance of participation and civic societies?</p>



## **Assessment**

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

### **Students at minimum requirement level**

A student working at the minimum requirement level will be able to:- explain how to monitor and influence actions of governments, describe the importance of civic participation, participate in civic societies.

### **Students above minimum requirement level**

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

### **Students below minimum requirement level**

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.

## Unit 11: The pursuit of wisdom. (8 periods)

Unit Learning outcomes: the students will be able to :

- Recognize how knowledge is an instrument for a rational thinking.
- Realize the relation between data and knowledge.
- Appreciate reading as a means to the development of knowledge.

<b>Competencies</b>	<b>Contents</b>	<b>Suggested Activities</b>
<ul style="list-style-type: none"> <li>• explain what reasoning and objectivity mean.</li> </ul>	<p><b>11.1 The significance of knowledge:</b> (2 periods)</p> <p>11.1.1 Knowledge as basis for reasoning and objectivity. - reasoning and objectivity. -being informed citizens.</p>	<p>It is said that “knowledge will forever govern ignorance, and people who mean to be their own governors must arm themselves with the power knowledge gives”. Let the students in groups discuss the message of this quote and come up with what they have understood. Can they decide on an issue objectively and with good reason without having knowledge about it? Let them discuss.</p>
<ul style="list-style-type: none"> <li>• distinguish the difference between information and data.</li> </ul>	<p><b>11.2 Knowledge and data:</b> (2 periods)</p> <p>11.2.1 receiving and identifying relevant information. 11.2.2 analyzing data. 11.2.3 the role of data and scientific knowledge in public affairs. - making reasonable choices on public issues on the basis of knowledge.</p>	<p>Divide the class into three groups. Let one group study the enrolment of males and females in 9<sup>th</sup> grade, the other group in 10<sup>th</sup> grade, the other in 11<sup>th</sup> grade. After they have collected the data let them decide in whose favour the balance of the enrolment tilts. Suppose their study shows that male enrolment is greater than that of females. What measures do they propose so that female enrolment increases? In this way students could be sensitized about the importance of data and information.</p>
<ul style="list-style-type: none"> <li>• explain the purpose of reading.</li> </ul>	<p><b>11.3 Reading for more knowledge:</b> (2 periods)</p> <p>11.3.1 how to develop a reading habit.</p>	<p>Draw the attention of the students to the fact that schools are not in place to give all the knowledge of the world to the learners. Simply there is no mechanism that is capable of coping with everyday knowledge of the</p>

<b>Competencies</b>	<b>Contents</b>	<b>Suggested Activities</b>
	11.3.2 techniques of reading.	world. It is said that every day about 3,000 new pieces of knowledge are created. Imagine how difficult this is for any institution to cope up with. Soit is through reading that human beings can explore and gain the knowledge of the world. One simply develops his/her reading habit by reading continuously. Ask students if they agree or disagree with this. Let them explain their enthusiasm towards reading. If they say they don't like reading warn them of the danger that awaits them ahead i.e. ignorance and backwardness.
<ul style="list-style-type: none"> <li>• explain the difference between “myth” and “truth”.</li> <li>• be truthful in their dealings with others.</li> </ul>	<p><b>11.4 Truth Vs myth: (2 periods)</b></p> <p>11.4.1 differentiating the myth from the truth (ethical approach).</p> <p>11.4.2 the significance of knowledge, wisdom and truth.</p>	Let the students themselves explain what “truth” and what “myth” are by giving examples. For example, in Ethiopia still it is believed, in some quarters, that once upon a time there was and Ethiopia queen called Saba. The queen paid a visit to Solomon of Israel who made her conceive a child. Upon a return to her country the queen gave birth to male a child whom she called Menelik. Menelik became the first king of Ethiopia, and there started the “Solomonic Dynsty”. Is this “truth” or “myth”? why? Let the students discuss in groups. Why a given phenomena is labelled as “truth” or “myth”, which one do they support? Why?

### Assessment

The teacher should assess each student’s work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

#### Students at minimum requirement level

A student working at the minimum requirement level will be able to:- explain what reasoning and objectivity mean, distinguish the difference between information and data, explain the purpose of reading, explain the difference between “myth” and “truth”, be truthful in their dealings with others.

#### Students above minimum requirement level

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

#### Students below minimum requirement level

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Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day. In the assessment process the teacher should give special attention and the necessary help for special needs students.



