

Civics and Ethical Education

SYLLABUS FOR GRADE 9

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 who safeguard their rights and respect the rights of others.
- Citizens who work within the provisions of the constitution and abide by the rule of law.

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

Bearing these objectives in mind, especially teachers have a 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 program at any level, in the 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 Allotments

UNIT 1: Building a Democratic System. Total periods allotted: 14

1. Democracy and the Democratic System
2. Rights.
3. Obligations
4. Tolerance of Diversity.
5. Systems of Government in Ethiopia.
6. Limits of Power.
7. Ethiopia's Foreign Relations.

UNIT 2: The Rule of Law. Total periods allotted: 9

1. Constitution.
2. Rule of Law
3. Power of Government.
4. Rule of law and corruption

UNIT 3: Equality. Total periods allotted: 9

1. Equality of Nations, Nationalities and Peoples of Ethiopia.
2. Equality of Citizens in the Ethiopian Constitution.
3. Gender equality.
4. Equality within diversity.

UNIT 4: Justice. Total periods allotted: 10

1. Justice and Equity.
2. Justice in Social Services
3. Justice in taxation.

4. Struggling against Injustice.
5. The Justice System.

UNIT 5: Patriotism. Total Periods allotted: 10

1. Citizenship and Patriotism
2. Objectivity in Ethiopian History.
3. Duties of a patriot
4. Patriotism and the fight against Poverty.
5. Voluntarism

UNIT 6: Responsibility. Total periods allotted: 10

1. What is Responsibility?
2. Personal, Social and Constitutional Responsibilities.
3. Natural Resources and our Historical and Cultural Heritage.
4. The Responsibility to Combat HIV/AIDS.

UNIT 7: Industriousness. Total periods allotted: 8

1. Work Hard and be on Time.
2. The importance of Work.
3. Economic Systems.
4. Work Ethics.

UNIT 8: Self-Reliance Total periods allotted: 8

1. What is Self-Reliance?
2. Dependency.
3. Decision Making

UNIT 9: Saving. Total periods allotted: 6

Civics and Ethical Education syllabus grade 9.

1. Saving and Extravagance.
2. Planning and Saving
3. Money as a Source of Wealth.

UNIT 10: Active Community Participation. Total periods allotted: 4

1. The Essence of Community Participation.
2. The Role of Civic Societies in community Participation.

UNIT 11: The Pursuit of Wisdom. Total periods allotted: 8

1. The Basis of Knowledge and Wisdom.
2. Information and Data.
3. Reading and Studying.
4. The Pursuit of Truth.

Unit 1: Building a Democratic System (Periods allotted: 14)

Unit Learning Outcomes: the students will be able to:

- Appreciate the essence of democracy.
- Realize the basic rights of Ethiopian citizens as formulated in the Federal Constitution.

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> • define what democracy means • State the major characteristics of a democratic system. 	1.1 Definition (2 periods) 1.1.1 What is Democracy? 1.1.2 Characteristics of a Democratic system	Ask each student to explain what he/she knows about the system of democracy so that this could serve as a revision. Then try to create common understanding with the students, through presenting different examples, that a democratic system is the best system the world has ever seen. At the end let the students give their own conclusions.
<ul style="list-style-type: none"> • Explain the basic human and democratic rights of a person. • Defend their human and democratic rights. 	1.2 Rights (2 periods) 1.2.1 the basic human rights of A person. 1.2.2 the basic democratic Rights of a person. 1.2.3 human and democratic rights abuses in Ethiopia (historical perspective)	Acquaint students with human and democratic rights abuses that had been exercised in the country as is known in history. Let the students try to explain their human and democratic rights as well as their duties as they deem it to be proper. Then you add your own and correct any mistakes the students have committed. Then read some articles from the federal constitution pertaining to human and democratic rights. On the basis of what you have read from the constitutions. Let the students give their conclusions which rights they value most? And why?
<ul style="list-style-type: none"> • Explain what their obligations are. • explain human and democratic rights abuses in Ethiopia. 	1.3 Obligations (2 periods) 1.3.1 obligations in terms of respecting the rules of their schools 1.3.2 Respecting the rights of fellow students and friends.	Divide the students into fair groups and motivate them to hold discussions on what they presume their obligations are as citizens of their school. Do they live to the expectations of the community and the constitution at large in executing their obligations properly? Let them air their views.

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> • describe what tolerance of diversity is • explain the distinctive characteristics of the Ethiopian society after the establishment of Democratic rule. • demonstrate tolerance of Diversity. 	<p>1.4 Tolerance of Diversity: (2 periods)</p> <p>1.4.1 Definition of tolerance of diversity.</p> <p>1.4.2 Diversity in Ethiopia.</p> <ul style="list-style-type: none"> - Presence of different cultures. <p>1.4.3 distinctive characteristics of the Ethiopian society since the transition to democracy</p> <ul style="list-style-type: none"> . Peaceful coexistence. . Tolerance of differences. 	<p>Let the students air their views on what tolerance of diversity is as well as its importance for co-existence. You can easily demonstrate and draw the student’s attention to the fact that the class is composed of different individuals. The smooth running of the class could be possible if the students respect each others’ differences and all the students abide by the rules of the class and the school. Then divide the students into groups and let them come up with the distinctive characteristics of the Ethiopian society after the dawn of democratic governance.</p>
<ul style="list-style-type: none"> • describe the nature and structures of the Ethiopian states 	<p>1.5 Systems of governments and their organizational structures (2 periods).</p> <p>1.5.1. Unitary</p> <p>1.5.2 Federal</p> <p>1.5.3 Confederal</p>	<p>Divide the class into three groups. Let each group represent one of the types of the Ethiopian state. Let each group, with your support; discuss the nature of the state it represents. Then let each group present the nature of the state it represents to the whole class and hold discussion. For example, considering the whole class as a single unit under the jurisdiction of a teacher will serve as an example of a unitary state. Likewise taking each column of the class as an autonomous unit in the larger class under the rule of an elected monitor can exemplify federalism.</p>
<ul style="list-style-type: none"> • Explain the source of political power under the three governments of Ethiopia. 	<p>1.6 Limits of power : (2 periods).</p> <p>1.6.1 The essence of political power in Ethiopia under the three governments</p>	<p>Tell the students that the Ethiopian emperors believed that they got the power to govern from god, the military government covertly believed its power to have come from its military might. However, under democraracy it is believed that political power comes from the consent of the people. Then divide the student into groups to discuss and come up with their own conclusion which essence of power is preferable and why?</p>
<ul style="list-style-type: none"> • State the principles of the Ethiopian foreign policy. 	<p>1.7 Ethiopia’s foreign relations. (2 periods).</p> <p>1.7.1 The aims of the Ethiopian</p>	<p>Read the Ethiopian foreign policy to the students from the federal constitution as well as from the strategies of the FDRE foreign policy and security. Show how it promotes peaceful relations with foreign countries as well as the development effort of the country. And then let the students give their won conclusion whether the foreign policy of the country</p>

Competencies	Main Contents	Suggested Activities
	foreign policy. 1.7.2 Foreign policies and relations as instruments to accelerate the country's development.	promote the country's development.

Assessment:

Students' performance has to be assessed continuously over the whole unit. The assessment will be made by comparing students' performance with specified level of competencies. Besides the teacher has to recognize the level of performance of each student and provide assistance accordingly

Thus,

A student at a minimum requirement level

A student at a minimum requirement level will be able to define what democracy means, state the major characteristics of a democratic system ,explain the basic human and democratic rights of a person, defend their human and democratic rights, explain what their obligations are, explain human and democratic rights abuses in Ethiopia, describe what tolerance of diversity is ,explain the distinctive characteristics of the Ethiopian society after the establishment of democratic rule, demonstrate tolerance of diversity , describe the nature and structures of the Ethiopian states and mention the principles of the Ethiopian foreign policy.

A student working above the minimum requirement level

In addition , a student working above the minimum requirement level considered as higher achiever should be able to evaluate definition of democracy, analyse characteristics of a democratic system, elaborate the difference between human and democratic rights, practice his/her obligations ,assess human and democratic rights abuse in Ethiopia, practice tolerance of diversity ,justify characteristics of democratic rule, and assess the nature and organizational structures of unitary ,Federal and Confederal systems of government.

Students working below minimum requirement level

Students working below minimum requirement level will require extra help if they are to catch up with the rest of the class.

Unit 2: The Rule of Law (Periods Allotted: 9)

Unit Learning Outcomes: the students will be able to:

- . Recognize the essence of rule of constitution.
- . Realize the concept of rule of law.

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> • Define what a constitution is. • Explain basic function of a constitution. • Describe the forms of a constitution. • explain the history of a constitution in Ethiopia. 	<p>2.1 Constitution: (3 periods).</p> <p>2.1.1 defining a Constitution.</p> <p>2.1.2 basic function of a Constitution.</p> <p>2.1.3 forms of a Constitution.</p> <p>2.1.4 The history of constitution in Ethiopia.</p> <ul style="list-style-type: none"> - Evolution of constitution. (from 1931-1999: does not include how they were formulated and ratified) 	<p>Describe to the students that a constitution is an embodiment of the will of the people; it serves to generally regulate the relation between the citizens and between citizens and state. A constitution could be written in form, like that of Ethiopia, or unwritten like that of England. The first constitution in Ethiopia appeared in 1931 which was revised in 1955. Then the Derg produced another constitution in 1987, and following the fall of the Derg, the EPRDF-led government came up with a new constitution in 1995.</p> <p>Divide the students into groups and let them discuss and verify the difference between the three constitutions. Let the class give its conclusion which constitution is the best.</p>
<ul style="list-style-type: none"> • Define rule of law. • Explain sources of rule of law. • Respect the rule of law. 	<p>2.2 Rule of Law: (2 periods)</p> <p>2.2.1 Definition of rule of law.</p> <p>2.2.2 sources of rule of law</p> <ul style="list-style-type: none"> - constitution; - other domestic laws; 	<p>Ask the students can they behave in schools in a manner contrary to the rule of the school? Is it possible to insult and mistreat the school community? Divide the students into groups and let them discuss how they will violate the rule of law or how they will respect rule of in their dealings within the school or at the level of their community.</p> <p>Since the students had already dealt with the topic “constitution” let in their groups discuss and give their own conclusion how a constitution serves as sources of rule of law.</p>

Competencies	Main Contents	Suggested Activities
	- International conventions	
<ul style="list-style-type: none"> Distinguish the power of limited and unlimited government. 	2..3 Power of Government: (2 periods) 2.3.1 Characteristics of states with limited power. 2.3.2 Characteristics of states with unlimited power.	Draw the attention of the students to the fact that the principals of their schools, by virtue of their positions have certain administrative rights they can exercise. But can they exercise these rights without any limit? For example, can they kick out students from the school without any reason? Divide the students into fair groups and let them discuss and come up with their own conclusion how power can be exercised with limit or unlimitedly.
<ul style="list-style-type: none"> explain the nature of corruption describe the effects of corruption on development 	2.4 Rule of law and corruption: (2 periods) . 2.4.1 definition of corruption 2.4.2 types of corruption <ul style="list-style-type: none"> Abuse of power. Bribery. nepotism Embezzlement. 2.4.3 The impacts of corruption on social and economic development.	Let each student in his/her own words, describe what corruption is. Ask them how corruption can be manifested at the class level, at the school level and community level. Then divide the class into groups and let them elaborate on the consequences of corruption on social and economic development of their community. They have to be aware that corruption retards the social and economic development of a community and a nation because the wealth intended for public welfare will be diverted to enrich corrupt individuals.

Assessment:

Students’ performance has to be assessed continuously over the whole unit. The assessment will be made by comparing students’ performance with specified level of competencies .Besides the teacher has to recognize the level of performance of each student and provide assistance accordingly. Thus,

A student at a minimum requirement level

A student at a minimum requirement level will be able to define what a constitution is., explain basic function of a constitution, describe the forms of a constitution, explain the history of constitution in Ethiopia, distinguish the power of limited and unlimited government, explain the nature of corruption, and describe the effects of corruption on development.

A student working above the minimum requirement level

In addition, a student working above the minimum requirement level considered as higher achiever should be able to evaluate definition of constitution, elaborate functions of constitution, assess forms of constitution, appreciate evolution of constitution in Ethiopia, compare and contrast power of limited and unlimited government, recognize the nature of corruption, and realize the effects of corruption on development.

Students working below minimum requirement level

Students working below minimum requirement level will require extra help if they are to catch up with the rest of the class.

Unit 3: Equality (Periods allotted 9)

Unit Learning Outcomes: students will be able to:

- Recognize the equality of nations, nationalities and peoples of Ethiopia.
- Understand the essence of gender equality.

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> • Define what equality means. • Explain the history of equality in Ethiopia. 	<p>3.1 Equality of nations, nationalities and peoples of Ethiopia: (2 periods).</p> <p>3.1.1 What is equality?</p> <p>3.1.2 The history of equality of nations, nationalities and peoples of Ethiopia.</p> <ul style="list-style-type: none"> - marked by prevalence of inequalities. 	<p>Ask students to express their views on the composition of the Ethiopian people. How many nations, nationalities and peoples of Ethiopia can they name?</p> <p>Try to explain some of the problems manifested in Ethiopia in terms of equality of nations, nationalities and peoples of Ethiopia...And then let the students give their own conclusion on the prevalence of inequality and its damaging effects on the country.</p>
<ul style="list-style-type: none"> • Explain the different dimensions of equality as stated in the federal constitution. 	<p>3.2 Equality of citizens in the Ethiopian constitution: (3 periods).</p> <p>3.2.1 equal political Opportunities.</p> <ul style="list-style-type: none"> - The right to elect. - the right to be elected and hold Public office. - the right to speech And assembly. - equal economic opportunities 	<p>Read relevant articles from the federal constitution that deal with equal political and economic rights of the Ethiopian citizens. Then let the students discuss in groups and give their own conclusion how all Ethiopians are equal before the law and have the right to equal access to all kinds of opportunities without discrimination on the basis of their origin of nationality.</p>

Competencies	Main Contents	Suggested Activities
	<ul style="list-style-type: none"> - equal access to work - equal right to own property And dispose of it. - equal right to Enter into contract. 	
<ul style="list-style-type: none"> • explain the concept of gender equality and its place in contemporary Ethiopia 	<p>3.3 Gender equality: (<i>2 periods</i>).</p> <p>3.3.1 the meaning of gender Equality.</p> <p>3.3.2 The difference between gender and Sex.</p> <p>3.3.3 the history of gender Equality in Ethiopia.</p> <p>3.3.4 the importance of gender equality in contemporary Ethiopia</p>	<p>Ask the class to give their views on whether they consider their female/male counterparts as equal? Apart from natural differences between males and females all other differences are learned as a result of attitudes based on practices, biases and assumptions. Consequently, females in Ethiopia still suffer from gender discrimination. Try to motivate students to speak their minds regarding the difference between male and female and give their conclusion how to address women’s problems.</p>
<ul style="list-style-type: none"> • Explain the respect that should be accorded to different cultures in order for equality to prevail. • Respect the culture of their citizens. 	<p>3.4 Equality within diversity: (<i>2 periods</i>).</p> <p>3.4.1 The desirability of diversity.</p>	<p>Remind the students that their class is composed of different cultures because the students came from different backgrounds. The composition of different cultures in their class enables them to have opportunity of choices. Divide the class into groups and let them discuss and give their conclusion on the importance of equality among the Ethiopian people.</p>

Assessment:

Students' performance has to be assessed continuously over the whole unit. The assessment will be made by comparing students' performance with specified level of competencies. Besides the teacher has to recognize the level of performance of each student and provide assistance accordingly

Thus,

A student at a minimum requirement level

A student at a minimum requirement level will be able to define what equality means, explain the history of equality in Ethiopia, Explain the different dimensions of equality as stated in the federal constitution, explain the concept of gender equality and its place in contemporary Ethiopia, explain the respect that should be accorded to different cultures in order for equality to prevail and respect the culture of their citizens.

A student above a minimum requirement level

A student above a minimum requirement level will be able to evaluate what equality means, assess the history of equality in Ethiopia, appreciate the different dimensions of equality as stated in the federal constitution, interpret the concept of gender equality and its place in contemporary Ethiopia, recognize the respect that should be accorded to different cultures in order for equality to prevail and respect the culture of their citizens.

Students working below minimum requirement level

Students working below minimum requirement level will require extra help if they are to catch up with the rest of the class.

Unit 4: Justice. (Periods Allotted 10)

Unit Learning Outcomes: students will be able to:

- Recognize the essence of justice for democracy to prevail.
- Realize the history of taxation in Ethiopia.
- Know the foundation of the justice system.

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> • define justice and equality 	4.1 Justice and equity: (2 periods). 4.1.1 What is justice? 4.1.2 What is equity?	Let the students air their views on what is meant by justice, equity and their importance. Then either correct the students’ ideas if they committed mistakes or strengthen their explanations of justice by adding your own.
<ul style="list-style-type: none"> • Explain what social services are. • Describe the importance of equality of access in social services. 	4...2 Justice in social service: (2 periods). 4.2.1 Meaning of justice in social service. <ul style="list-style-type: none"> - equity of access to education - Equity of access to health care. - Equity of access to other public facilities. 	Divide the students into groups and let them come up with what is meant by social services and justice in social services. Let them discuss also whether there is fair distribution of social services or not in their regions; and let them explain their implications in terms of equity, in the face of all citizens paying taxes.
<ul style="list-style-type: none"> • Explain the role of citizens in the operation of justice. struggle against acts of injustice within the limits of their capacity 	4.3 Struggling against Injustice :(2 periods). 4.3.1 the role of citizens in the operation of justice; - sensitivity too any acts	Let the students air their views on the following hypothetical case. Suppose a teacher mistreats some students while favouring others. How should all the students of the class react to the behaviour of the teacher? In particular, how should the wronged students struggle to protect their rights? Divide the class into groups and come up with their conclusions In both cases, if the students remain docile, justice will never prevail in their class. This same case can be viewed on a national level.

Competencies	Main Contents	Suggested Activities
	Of injustice. - courage to demand one’s rights and Protect them.	
<ul style="list-style-type: none"> • Explain the foundation of justice. • Enumerate the instruments of justice. • Describe the role of courts and judges in the administration of justice. 	4.4 The justice system. (2 periods) . 4.4.1 Foundation of justice. <ul style="list-style-type: none"> - moral foundation - norms - Values. - legal foundation - constitution - international conventions - instrument of justice - legal institutions - Courts. - Human Rights Commission - the ombudsman - police - traditional institutions - The Sheri court. - the Court of Elders <ul style="list-style-type: none"> - the judiciary - appointment of Judges - judges and courts as the main organs for the administration of Justice. 	Take students to visit a nearby court and see for themselves how the institution administers justice. Upon return to their class let them recount what they observed in the court. Ask students on what grounds the judges they had observed pass their verdict. Judges had directives upon which to base their judgment. Primarily there is the constitution which is the supreme law of the land. Also, since international conventions, which Ethiopia signed, are part of the constitution, judges are required to make sure that their verdict is in keeping with these international conventions. On the other hand all types of cases are not necessarily directed to court. It is evident that different communities have their own mechanisms for resolving misunderstandings. Divide the students into groups and let them ask their parents, or any one, what instruments their communities have to resolve differences among members. Let the students enumerate the instruments of justice in the class and at the level of the school. For example, the monitor, the students’ council, the school administration. Compare these instruments with instruments at the national level i.e. Human Rights Commission and the Ombudsman.

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> • Explain the history of taxation in Ethiopia. • Identify who should pay tax. 	4.5 Justice in taxation: <i>(2 periods)</i> . 4.5.1 History of taxation in Ethiopia (highlights). 4.5.2 Who must pay tax?	Explain the history of taxation in Ethiopia briefly and who must pay tax as such. Let the students air their views on the importance of tax and give their own conclusion.

Assessment:

Students’ performance has to be assessed continuously over the whole unit. The assessment will be made by comparing students’ performance with specified level of competencies. Besides the teacher has to recognize the level of performance of each student and provide assistance accordingly

Thus,

A student at a minimum requirement level

A student at a minimum requirement level will be able to define justice and equality, explain what social services are, Describe the importance of equality of access in social services; explain the role of citizens in the operation of justice. Struggle against acts of injustice within the limits of their capacity, explain the foundation of justice, enumerate the instruments of justice, describe the role of courts and judges in the administration of justice, and explain the history of taxation in Ethiopia. And Identify who should pay tax

A student above a minimum requirement level

A student above a minimum requirement level will be able to interpret justice and equality, relate social services with justice Justify the importance of equality of access in social services, suggest his/her role in the operation of justice. Struggle against acts of injustice within the limits of their capacity, identify the foundation of justice, evaluate the instruments of justice, realize the role of courts and judges in the administration of justice, and explain the history of taxation in Ethiopia. And Identify who should pay tax.

Students working below minimum requirement level

Students working below minimum requirement level will require extra help if they are to catch up with the rest of the class.

Unit 5: Patriotism (Periods Allotted: 10)

Unit Learning Outcomes: students will be able to:

- Understand the essence of citizenship.
- Appreciate the new dimension of patriotism.
- Recognize the importance of voluntarism.

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> • Define the concept of citizenship and patriotism. • explain ways of acquiring citizenship in Ethiopia • Describe the perspectives of patriotism under a democracy. • explain the disreputable form of patriotism • Be dedicated citizens of Ethiopia. 	<p>5.1 Citizenship and patriotism: (2 periods).</p> <p>5.1.1 the origin and development of the concept of citizenship;</p> <p>5.1.2 becoming a citizen of Ethiopia;</p> <ul style="list-style-type: none"> - birth - naturalization <p>5.1.3 What is patriotism?</p> <ul style="list-style-type: none"> - the new perspectives of patriotism in Ethiopia - Due respect for the laws of the land. - Due respect for the rights of other people. - Concern for national issues (defending the sovereignty and territorial integrity of the nation, involvements in developmental activities etc). <p>Disreputable forms of patriotism.</p>	<p>Ask students whether they are the members of the class or not. What makes them the citizen of their class? The very fact that they are the legitimate members of their class enables them to be the citizens of their class. By the same token, being born an Ethiopian gives them Ethiopian citizenship. As members of their class they have rights to enjoy and responsibilities to shoulder.</p> <p>Let them enumerate their rights and responsibilities as members of their class as well as their country. In former times patriotism was directly related with only defending one's country militarily. Is this enough of a patriot? Let the students discuss this point in their groups as well. Suppose we highly praise everything Ethiopian while degrading others. Can we live in harmony with others in this world? Briefly, in collaboration with a history teacher, recount the political program of the fascist party of Mussolini and how it contributed to the causes of the Second World War.</p> <p>And at last let the students give their conclusion on what they have been taught on fascism.</p>

Competencies	Main Contents	Suggested Activities
	<ul style="list-style-type: none"> - chauvinism - Warmongering. 	
<ul style="list-style-type: none"> • Describe the importance of objectivity in the Ethiopian history. • Explain Ethiopian history as the history of nations, nationalities and peoples of the country. 	<p>5.2 Objectivity in Ethiopian history: (<i>2 periods</i>).</p> <p>5.2.1 The history of Ethiopia as the history of its entire people.</p> <ul style="list-style-type: none"> • The contributions of all nations, nationalities and peoples of Ethiopian in the defence of the country. • Common cultural identity. • honesty • hospitality • National pride. 	<p>Ask the students what gives life to their school. Their school is nothing except a building. It is the students, who come from different backgrounds that make the school real. The success and failure of the school is the success and failure of the students. In the same way, the history of Ethiopia is the history of its people i.e. nations, nationalisations.</p> <p>Divide the student into groups and let them describe what communality of culture they observe among the Ethiopian people, notwithstanding their differences.</p>
<ul style="list-style-type: none"> • define the common good • Endeavour to promote the common good. 	<p>5.3 The duties of a Patriot: (<i>2 periods</i>).</p> <p>5.3.1 Having an ethical quality.</p> <ul style="list-style-type: none"> - What is ethics? <p>5.3.2 upholding the national symbols</p> <ul style="list-style-type: none"> - knowing the national flag <p>5.3.2 Maintenance of domestic peace.</p> <p>5.3.3 knowing the danger of terrorism,</p> <p>5.3.4 Tolerance of differences.</p> <p>5.3.5 being fair in dealing with others.</p>	<p>Brief students what ethics is and why it is important. Let the students state what they understand by the term “common good”. What should they do to promote the common good? For example, they live in a country where there are different cultures. Divide the students in groups and let them discuss what should they do in order to live in harmony with others. In the same groups let the students discuss what they know about the national flag And then supplement what the students have come up with.</p>

Competencies	Main Contents	Suggested Activities
	5.3.6 being an example of Truthfulness. 5.3.7 Upholding the national interest above all other interests. 5.3.8 keeping the confidentiality of State’s secrets.	
<ul style="list-style-type: none"> • describe the role of patriots • Fight against backwardness and poverty within the limits of their capacity. 	5.4 patriotism and the Fight against Poverty : (2 <i>periods</i>). 5.4.1 characteristics of backwardness; 5.4.2 illiteracy and lack of Scientific knowledge. - lack of family Planning. 5.4.3 Poverty. - Definition. - Types of poverty. -relative poverty. -absolute poverty. 5.4.4 Working against environmental pollution.	Divide the students into groups and distribute the contents mentioned in 5.3 and let them come up with their own conclusions how the factors mentioned are really manifestations of backwardness. In what ways is Ethiopian poverty reflected? If there is an economic teacher in the school invite him to explain indicators of poverty and backwardness. As true patriots of Ethiopia what do they feel about the backwardness of their country? What do they think their responsibilities are in reversing this state of affairs? Let them discuss in their groups and give conclusions.
<ul style="list-style-type: none"> • define voluntarism • Explain the role of voluntarism in societal development. • be involved in voluntary activities 	5.5 Voluntarism: (2 <i>periods</i>). 5.5.1 definition; - concern for the well-being of others - helping the needy - supporting the disabled.	Let the students present their views on the idea of voluntarism. Do they know of any organization(s) that gives free social services in their locality? Get them in groups and let them come up with the names and works of the organizations; and give their conclusions whether these organizations are of any value or not.

Assessment:

Students' performance has to be assessed continuously over the whole unit. The assessment will be made by comparing students' performance with specified level of competencies. Besides the teacher has to recognize the level of performance of each student and provide assistance accordingly

Thus,

A student at a minimum requirement level

A student at a minimum requirement level will be able to define the concept of citizenship and patriotism, explain ways of acquiring citizenship in Ethiopia, describe the perspectives of patriotism under a democracy, explain the disreputable form of patriotism be dedicated citizens of Ethiopia, describe the importance of objectivity in the Ethiopian history, explain Ethiopian history as the history of nations, nationalities and peoples of the country, define the common good, endeavour to promote the common good, describe the role of patriots fight against backwardness and poverty within the limits of their capacity, define voluntarism, explain the role of voluntarism in societal development, be involved in voluntary activities.

A student above a minimum requirement level

A student above a minimum requirement level will be able to relate the concept of citizenship with patriotism, justify ways of acquiring citizenship in Ethiopia, elaborate the perspectives of patriotism under a democracy, interpret the disreputable form of patriotism ,be dedicated citizens of Ethiopia, assess the importance of objectivity in the Ethiopian history, justify Ethiopian history as the history of nations, nationalities and peoples of the country, evaluate the common good, endeavour to promote the common good, involve in the fight against backwardness and poverty within the limits of their capacity as a patriot citizen , evaluate voluntarism, appreciate the role of voluntarism in societal development, be involved in voluntary activities.

Students working below minimum requirement level

Students working below minimum requirement level will require extra help if they are to catch up with the rest of the class.

Unit 6: Responsibility. (Periods Allotted: 10)

Unit Learning Outcomes: students will be able to:

- . Recognize the essence of responsibility.
- . Understand natural resources and cultural heritages.
- . Appreciate the problem posed by HIV/AIDS.

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> • Define what responsibility is. • Differentiate individual and group responsibilities. • Enumerate sources of responsibilities. • Execute their responsibilities dutifully. 	<p>6.1 What is Responsibility? (2 <i>periods</i>).</p> <p>6.1.1 individual responsibility</p> <p>6.1.2 group responsibility</p> <p>6.1.3 sources of responsibility</p> <ul style="list-style-type: none"> - promise - appointment - occupation - custom - moral principles - citizenship - law 	<p>Let students give their own definitions of “responsibility” Divide the students into groups and distribute the contents mentioned in 6.1.3; let them come up with their conclusions how these factors could serve as sources of responsibilities. For example, by the virtue of being a student they have the responsibility to be punctual to attend classes. In this way they have to come up with their conclusions.</p>
<ul style="list-style-type: none"> • Describe the various responsibilities an individual has. • Be responsible in their endeavour. 	<p>6.2 Personal, social and constitutional responsibilities :(3 <i>periods</i>).</p> <p>6.2.1 Personal responsibility.</p> <ul style="list-style-type: none"> - self governance - keeping one’s promise - respect other people’s privacy and property - supporting one’s own family - loyalty to a spouse 	<p>Divide the students into three groups and distribute the contents under 6.2. Let them come up with their conclusions regarding responsibilities under each category. For example, under social responsibility they can discuss the necessity of giving primacy to a community’s interest. This is because human beings live collectively and unless they strive for the common good, following individual selfish interests would eventually harm all the members and result in the undoing of the community. All the personal responsibilities’ could be covered in this way. Likewise, respect should be accorded to the values and principles of the constitution because the constitution is our common denominator that binds us together. As we are individuals with different outlooks and interests, it is through the constitution that we can reconcile our differences and live in harmony.</p>

Competencies	Main Contents	Suggested Activities
	<ul style="list-style-type: none"> - caring for one’s child 6.2.2 social responsibilities - subordinate personal interest to the community interest. 6.2.3 constitutional responsibilities - respecting the values and principles of the constitution - obeying laws and rules without force From others. 	
<ul style="list-style-type: none"> • define what natural resources and cultural heritages are • protect natural resources and cultural heritages 	<ul style="list-style-type: none"> 6.3 Natural resources and our historical and cultural heritage: (3 periods). 6.3.1 What are natural resources? 6.3.2 what are historical Heritages? 6.3.3 preservation and protection of natural resources and historical heritages; 6.3.4 protection and preservation of the environments <ul style="list-style-type: none"> - using natural resources sustainably. 	<p>Divide the students into two groups. Let one group study the cultural heritage; and the other group the natural resources of their locality; and let them present their findings and how to protect and preserve these resources to class. One thing must be clear from the outset. And that is preservation of the environment does not mean not using natural resources at all. Let students air their views within their groups and come up with their own conclusions regarding the use of resources sustainably.</p>

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> • Define HIV/AIDS. • Protect themselves from the pandemic of HIV/AIDS. • Give the necessary support to the HIV victims. 	<p>6.4 The responsibility to combat HIV/AIDS: (<i>2 periods</i>).</p> <p>6.4.1 definition</p> <p>6.4.2 What are the individuals' responsibilities in combating HIV/AIDS and other transmittable diseases?</p> <p>6.4.3 Due support for HIV victims.</p>	<p>Let the students say what they know about HIV/AIDS. Then divide the students into groups to discuss what their responsibilities are in combating HIV/AIDS as well as in providing support to HIV victims.</p>

Assessment

Students' performance has to be assessed continuously over the whole unit. The assessment will be made by comparing students' performance with specified level of competencies. Besides the teacher has to recognize the level of performance of each student and provide assistance accordingly. Thus,

A student at a minimum requirement level

A student at a minimum requirement level will be able to define what responsibility is, differentiate individual and group responsibilities, enumerate sources of responsibilities., execute their responsibilities dutifully, describe the various responsibilities an individual has, be responsible in their endeavour, define what natural resources and cultural heritages are, protect natural resources and cultural heritages, define HIV/AIDS ,protect themselves from the pandemic of HIV/AIDS and give the necessary support to the HIV victims.

A student above a minimum requirement level

A student above a minimum requirement level will be able to evaluate definition of responsibility , analyse individual and group responsibilities, justify sources of responsibilities., execute his/her responsibilities dutifully, assess the various responsibilities an individual has, be responsible in his/her action , recognise importance of natural resources and cultural heritages , participate in the protection of natural resources and cultural heritages, justify definition of HIV/AIDS ,protect themselves from the pandemic of HIV/AIDS and be a role model in giving the necessary support to the HIV victims.

Students working below minimum requirement level

Students working below minimum requirement level will require extra help if they are to catch up with the rest of the class.

Unit 7: Industriousness (Periods Allotted: 8)

Unit Learning Outcomes: students will be able to:

- Recognize the significance of work.
- Understand the various economic systems.

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> • define what is meant by work; • explain the purpose of work; • identify positive attitudes towards work/ 	<p>7.1 Work hard and be on time (2 periods).</p> <p>7.1.1 What is work?</p> <p>7.1.2 Why working?</p> <p>7.1.3 types of work:</p> <ul style="list-style-type: none"> - Blue collar work - White collar work - avoidance of discrimination toward work 	<p>Ask the students to express their views on what work is. Then divide them into groups to discuss what enabled them to attend schools? Would they have been able to be in school if either their mother or father had no work to earn their living? Bearing this in mind let the students give their own conclusion why working is important.</p> <p>Draw the students’ attention to the fact that medical doctors, engineers etc. have symbiotic relations with the peasants and labourers because one cannot live without the other. So it is wrong to discriminate between types of work. All work is noble and important to oneself and to one’s country, irrespective of its type. Let the students air their views on whether they agree with this.</p>
<ul style="list-style-type: none"> • Describe the importance of work. • Be industrious in their work habit. 	<p>7.2 The Importance of work (2 periods):</p> <p>7.2.1 an instrument for Self-fulfilment.</p> <p>7.2.2 An instrument for sustaining the life of the community.</p>	<p>Divide the students into two groups; and distribute them the contents under 7.2. Let them come up with their own conclusions why work is an instrument for sustaining life and self-fulfilment as well as for tackling poverty. It is only their relentless work effort that enabled the advanced countries to register significant development. It should be borne in mind that the Ethiopian people have no other alternative than to be industrious in order to speed up the development of the country and do away with poverty.</p>
<ul style="list-style-type: none"> • explain the different economic systems 	<p>7.3 Economic systems: (2 periods).</p> <p>7.3.1 the command economic systems;</p> <p>7.3.2 the market economic system;</p> <p>7.3.3 the mixed economic system;</p>	<p>First try to elaborate the three economic systems. The command economy is mostly led by authoritarian states having the power to regulate the life of the nation in a way they deem it appropriate; giving orders on what to produce, when to produce and for whom to produce. The market economy is a free economic system that is regulated by the rules of a market without strong interference from the governments. The mixed economic system is a mid-way economic system where both the governments and the citizens have their respective roles to play in the economic life of their country.</p> <p>Ask students to explain which economic system they prefer for their country. Currently</p>

Competencies	Main Contents	Suggested Activities
	7.3.4 Globalization (general view)	We found ourselves in situations where there is strong interdependence among the communities of the world. This was made possible by what is known as “Globalization”. Let the students air their views what they understood by the term globalization.
<ul style="list-style-type: none"> • Describe what work ethic is. • act in an ethical way in Their schools and classes. 	7.4 Work Ethic: (2 periods) . 7.4.1 Punctuality and duty-bound. 7.4.2 maximum productivity 7.4.3 proper use of resources 7.4.5 Endeavour to learn more to improve one’s skills.	Divide the students into groups and let them discuss and come up with their own conclusion what ethical values they should adhere to in order to be successful learners. For example, as students, they have to respect their teachers, be punctual and attentive as well as study their lessons properly. What ethical values are expected of a teacher? A farmer? A doctor? Let the students air their views.

Assessment:

Students’ performance has to be assessed continuously over the whole unit. The assessment will be made by comparing students’ performance with specified level of competencies. Besides the teacher has to recognize the level of performance of each student and provide assistance accordingly;

Thus,

A student at a minimum requirement level

A student at a minimum requirement level will be able to evaluate definition of work, justify the purpose of work, develop positive attitudes towards work, interpret the importance of work, be industrious in their work habit, compare and contrast the different economic systems, evaluate definition of work ethic, and act in an ethical way in their schools and classes.

A student above a minimum requirement level

A student above a minimum requirement level will be able to define what is meant by work, explain the purpose of work, identify positive attitudes towards work, describe the importance of work, be industrious in their work habit, explain the different economic systems, describe what work ethic is, and act in an ethical way in their schools and classes.

Students working below minimum requirement level

Students working below minimum requirement level will require extra help if they are to catch up with the rest of the class.

Unit 8: Self-Reliance (Periods Allotted 6)

Unit Learning Outcomes: students will be able to:

- . Recognize the essence of self-reliance.
- . Realize the essence of dependency.
- . Understand the damaging nature of contraband.
- . Appreciate decision making

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> • Define what self-reliance mean. • Explain the manifestations of self-reliance. 	<p>8.1 What is self-reliance: (2 periods)?</p> <p>8.1.1 Knowing one self.</p> <p>8.1.2 Self-respect.</p> <p>8.1.3 Taking initiative.</p> <p>8.1.4 Respect the good works of others.</p>	<p>Encourage the students to explain what they understood by the term self-reliance. Then divide them into groups and let them discuss and come up with their conclusion what symbolizes self-reliance.</p>
<ul style="list-style-type: none"> • Describe the consequences of dependency. • Combat against dependency within the limit of their capacity. 	<p>8.2 Dependency: (2 periods).</p> <p>8.2.1 what is dependency.</p> <p>8.2.2 Loss of personal esteem.</p> <p>8.2.3 Loss of political will.</p> <p>8.2.4 Believing in outside support.</p>	<p>Take a simple beggar as an example. Does this person have sufficient self-esteem to drive him to engage in any productive activity? Does he have the will to resist his benefactor? Divide the students into groups and let them discuss these points. On the other hand, Ethiopia is still unable to attain food security and is provided, as a dependent state, with food aid by donor countries. Under such circumstances can the country escape from being influenced by foreign powers? Let the student discuss this point as well.</p>
<ul style="list-style-type: none"> • Define what decision is. • Make decisions. 	<p>8.3 Decision making: (2 periods).</p> <p>8.3.1 What is a decision;</p> <p>8.3.2 what is decision making;</p> <p>8.3.3 The necessity of making decisions,</p>	<p>In one way or another life forces us to make decisions. Students have to decide whether to continue or discontinue with their studies and join the world of work.</p> <p>Divide the students into groups and let them discuss which area of their life calls for decision. Could they live without making decisions? Whether a teacher has to teach civics and ethical education or teach other subjects calls for his/her decision. Likewise, whether or not a government has to initiate a certain policy, it must be decided. Life is full of requirements to make decisions. However, a self-reliant person makes decisions without being influenced or pressurized by anyone.</p>

Competencies	Main Contents	Suggested Activities
	as a self-reliant person.	Let the students come up with their conclusion on the necessity of making decisions and also on the independence they have to feel in making decisions.

Assessment:

Students’ performance has to be assessed continuously over the whole unit. The assessment will be made by comparing students’ performance with specified level of competencies. Besides the teacher has to recognize the level of performance of each student and provide assistance accordingly thus,

A student at a minimum requirement level

A student at a minimum requirement level will be able to define what self-reliance mean, explain the manifestations of self-reliance, and describe the consequences of dependency. Combat against dependency within the limit of their capacity, define what decision is, and make decisions.

A student above a minimum requirement level

A student above a minimum requirement level will be able to evaluate what self-reliance mean, justify the manifestations of self-reliance, elaborate the consequences of dependency, involve in combating against dependency within the limit of their capacity, evaluate definition of decision, and make rational decisions.

Students working below minimum requirement level

Students working below minimum requirement level will require extra help if they are to catch up with the rest of the class.

Unit 9: Saving (Periods allotted: 6)

Unit Learning Outcomes: students will be able to:

- Realize the essence of saving and extravagance.
- Understand the relation between planning and saving.

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> • Define what saving is. • Enumerate extravagant practices in Ethiopia. • Avoid extravagant practices within the limit of their capacity. 	<p>9.1 Saving and extravagance: (2 periods).</p> <p>9.1.1 What is saving?</p> <p>9.1.2 extravagant practices in Ethiopia</p> <ul style="list-style-type: none"> - lavish wedding ceremony - funeral expenditure - teskar - Other expenditures on religious festivities. 	<p>Let the students explain what saving and extravagant practices are.</p> <p>Divide the class into groups and distribute the contents under 9.1.2; and let them come up with their own conclusions how the said factors are extravagant practices and how these practices negatively affect the culture of saving.</p>
<ul style="list-style-type: none"> • Define what planning is. • describe how to live within one’s own capacity • Explain the necessity of proper use of public utilities. 	<p>9.2 planning and saving (2 periods).</p> <p>9.2.1 What is planning?</p> <ul style="list-style-type: none"> - family planning - management of family resources to meet the needs of the family - living within the limit of one’s income 	<p>Divide the students into groups and discuss on the following issues. What would happen to the living conditions of a family if more children were born while the family’s income remains constant? Could the family get the same quality of food, the same medication etc with the addition of more children? What is the remedy? Let the students comment on the wasteful use of resources in their homes and the remedies to this problem.</p>
	<ul style="list-style-type: none"> - avoidance of misuse of available 	

Competencies	Main Contents	Suggested Activities
	resources at home - proper use of public utility - water; - electricity; - transport facilities; - office furniture and Equipment.	
<ul style="list-style-type: none"> • Define wealth. • Explain the importance of money. • Describe the method (s) one should use to get money. 	9.3 Money as a source of wealth; (2 periods). 9.3.1 what is wealth; 9.3.2 The importance of wise use of money. 9.3.3 Efforts required getting money.	Divide the students into groups. Let them discuss how one should get money and what the importance of money is.

Assessment:

Students’ performance has to be assessed continuously over the whole unit. The assessment will be made by comparing students’ performance with specified level of competencies .Besides the teacher has to recognize the level of performance of each student and provide assistance accordingly thus,

A student at a minimum requirement level

A student at a minimum requirement level will be able to define what saving is, enumerate extravagant practices in Ethiopia, avoid extravagant practices within the limit of their capacity, define what planning is, describe how to live within one’s own capacity, explain the necessity of proper use pf public utilities, define wealth, explain the importance of money and describe the method (s) one should use to get money.

A student above a minimum requirement level

A student above a minimum requirement level will be able to evaluate definition of saving ,assess extravagant practices in Ethiopia, avoid extravagant practices within the limit of their capacity, evaluate definition of planning , suggest different methods to live within one’s own capacity, justify the necessity of proper use of public utilities, evaluate definition of wealth, elaborate the importance of money and show the method (s) one should use to get money.

Students working below minimum requirement level

Students working below minimum requirement level will require extra help if they are to catch up with the rest of the class.

Unit 10: Active Community Participation (Periods Allotted 4)

Unit Learning Outcomes: students will be able to:

- Realize the essence of active community participation.
- Appreciate the role of civic societies.

Competencies	Main Contents	Suggested Activities
<p>:</p> <ul style="list-style-type: none"> • describe the essence of community Participation. • participate in the affairs of their class, school and community within the limits of their Capacity. 	<p>10.1 The Meaning of community participation: (2 periods).</p> <p>10.1.1 What is active community participation?</p> <p>10.1.2 Why making community participation?</p> <p>10.1.3 types of community participation;</p> <ul style="list-style-type: none"> - political participation; - discussing public issues; - attending political meetings; - voting; - social participation; - cooperative actions for development; - fighting against crime - fighting against drug abuses - fighting against HIV/AIDS 	<p>Ask the students what they think the role of a government in administering a country is. Whatever roles they mention, it should be understood that a government cannot tackle all problems of a country without public participation. Citizens have a variety of areas where their participation can make a difference. Particularly in a democracy which can solely be realized through citizens’ participation. For example, a democratic system owes its existence to the active participation of citizens in the voting process. Without public consent there is no democracy. Divide the students into groups; then distribute the contents under 10.1.2 and 10.1.3 between the groups let them come up with their own conclusions on how participation can make a difference at the class, school and community level.</p>

Competencies	Main Contents	Suggested Activities
	- fighting against corruption	
<ul style="list-style-type: none"> • Define what civic societies are. • Explain the role of civic societies. 	10.2 The role of civic societies in community participation; <i>(2 periods)</i> . 10.2.1 What are civic societies? 10.2.2 the role of civic societies - creating awareness in public issues - influence the formation and implementation of public policies - Dealing with social problems of a country. 10.2.3 How are civic societies organized?	Divide the students into groups and making use of their previous knowledge Let them discuss what civic society is; the civic societies that works in their locality and their (societies’) role in alleviating the problems of the communities or influencing the decisions of the local government. Take a women’s association as an example. How can this association influence the decision of the government in issues related to the interest of females?

Assessment:

Students’ performance has to be assessed continuously over the whole unit. The assessment will be made by comparing students’ performance with specified level of competencies. Besides the teacher has to recognize the level of performance of each student and provide assistance accordingly. Thus,

A student at a minimum requirement level

A student at a minimum requirement level will be able to describe the essence of community participation, participate in the affairs of their class, school and community within the limits of their capacity and define what civic societies are, explain the role of civic societies.

A student above a minimum requirement level

Civics and Ethical Education syllabus grade 9.

A student above a minimum requirement level will be able to involve in community participation, participate in the affairs of their class, school and community within the limits of their capacity and evaluate definition of civic societies and elaborate the role of civic societies.

Students working below minimum requirement level

Students working below minimum requirement level will require extra help if they are to catch up with the rest of the class.

Unit 11: The Pursuit of Wisdom (Period Allotted: 8)

Unit Learning Outcomes: students will be able to:

- Acknowledge the importance of knowledge.
- Realize the necessity of information and data.

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> • define what Knowledge is. • explain the methods of acquiring Knowledge. • describe the necessity of Knowledge. 	<p>11.1 The basis of knowledge and wisdom (<i>2 periods</i>)</p> <p>11.1.1 What is knowledge?</p> <p>11.1.2 What is wisdom?</p> <p>11.2.3 How do we acquire knowledge?</p> <ul style="list-style-type: none"> - formal learning - informal learning - inquiry or research <p>11.2.4 Why do we need knowledge?</p> <ul style="list-style-type: none"> - To make wise decisions. - To overcome poverty. - to avoid harmful traditional practices - For the betterment of life. 	<p>Divide the class into four groups. In their groups let them discuss what the objectives of their learning are. What do they hope to get from their studies in the future? Let the group leaders present what they have discussed in their respective groups to the whole class And then let the students deliberate on what was presented. On the other hand, it is a common perception that schools (formal learning) are considered the only source of knowledge but this is not wholly true. Life itself is a school. Allow each student to comment on this i.e. whether schools are the only place where we acquire knowledge or not.</p>
<ul style="list-style-type: none"> • define what data Is. • Define what information is. • Explain the purpose of information. 	<p>11.2 Information and data (<i>2 periods</i>):</p> <p>11.2.1 what is information?</p> <p>11.2.3 the need for information</p> <ul style="list-style-type: none"> - Freedom of the press for dissemination of information. - what is data <ul style="list-style-type: none"> - definition - collecting and systematizing data. 	<p>Let students explain what information is. Information is fact that creates awareness on an issue, phenomena etc. In today’s world it is said that information is power. Let the students be divided into groups and discuss about this. Data is a figurative form of information. What then is the real difference between information and data? Let the students discuss in their groups You can make your students practice the collection and systematization of data. For example, divide the class into 3 or 4 groups. Let each group study the civics and ethical education grade results of a section of 9th grade or another grade level. What they do is collect the results and categorize them in the following manner. Those who got below 50% are placed in one column, those above 50% but below 90% in the second column and those above 90% in another column.</p>

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> • explain the purposes of reading • describe the purpose of studying a lesson • describe how to study a lesson 	11.3 Reading and studying (<i>2 periods</i>) 11.3.1 The purpose of reading. <ul style="list-style-type: none"> - reading as sources of knowledge - studying - Why studying a lesson? - program of studying 	Let the students comment on what their study habit is. Hold a discussion on the importance of reading. Students must be convinced that reading is a good habit. Equally let the students discuss their method of studying their lessons. Do they delay studying their lesson until an examination approaches? If they do, this is the sign of a weak student and bad habit that must be corrected before it is too late. Do they have a program to study? Let them explain and give conclusions.
<ul style="list-style-type: none"> • explain what truth is • Adhere to truth as opposed to falsehood. 	11.4 The pursuit of truth (<i>2 periods</i>) <ul style="list-style-type: none"> - What is truth? - Why should we stick to truth? 	Let the students speak their minds on the importance of truth.

Assessment:

Students’ performance has to be assessed continuously over the whole unit. The assessment will be made by comparing students’ performance with specified level of competencies. Besides the teacher has to recognize the level of performance of each student and provide assistance accordingly

Thus,

A student at a minimum requirement level

A student at a minimum requirement level will be able to define what knowledge is., explain the methods of acquiring knowledge, describe the necessity of knowledge, and define what data is. Define what information is, explain the purpose of information, explain the purposes of reading , describe the purpose of studying a lesson, describe how to study a lesson, explain what truth is and adhere to truth as opposed to falsehood.

A student above a minimum requirement level

A student above a minimum requirement level will be able to evaluate what knowledge is., interpret the methods of acquiring knowledge, justify the necessity of knowledge, elaborate the difference between data and information, explain the purpose of information, explain the purposes of reading , describe the purpose of studying a lesson, describe how to study a lesson, explain what truth is and adhere to truth as opposed to falsehood.

Students working below minimum requirement level

Students working below minimum requirement level will require extra help if they are to catch up with the rest of the class.