

**Federal Democratic Republic of Ethiopia**  
**Ministry of Education**

**History Syllabuses ,Grades 11and12**

**2009**

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## **Introduction**

Rapid progress has been registered in the field of education in our country during the last few years. In this respect, there was much success particularly in realizing access, equity and efficiency in the educational system of the country. Nonetheless, work on the quality of education has been lagging behind. This fact has been amply shown in the findings of educational researches, evaluations and need assessments conducted in the last couple of years. In fact, it was the findings of these inquiries which prompted works on the revision of the existing curriculum materials. The revision of history curriculum materials was also part of this development.

The revised curriculum materials for history included three basic documents – History Syllabi, Minimum Learning Competency and a Flow Chart. The design of these materials has been based on a number of considerations, which included, among others, international practices, national educational goals and the learners' needs. The latter is particularly addressed in the revised material mainly by giving more emphasis to the active learning approach.

This curriculum material is specially designed for history education at a preparatory level (grades 11 and 12). The principal aim of history education at this level is to acquaint the students with chief historical events and heritages of the world. The contents are selected and organized in a way that they would create concrete foundations for further studies of the subject at the tertiary level of education. In view of this, the teaching of history at preparatory level would have a greater depth and intensity. Yet, the problems of content overload and content sequences that have been

indicated by the students and teachers in the course of need assessment are addressed in the revised curriculum materials.

The new curriculum framework for Ethiopian schools has allotted four periods per week for history grade 11 and 12. Accordingly, the syllabus of each grade is designed for 34 weeks which means a total period of 136. But the allocation of periods for units and sub-units in the syllabi of both grades is proposed in a way that leaves a room for teachers' freedom of using them flexibly. Finally, we would like to acknowledge the following team of experts, teachers and consultants who have taken their respective shares in the whole process that led to the completion of the revision of curriculum materials for the high school history education.

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**Students who have learnt history in the First Cycle of Secondary School should have to accomplish the following profiles**

- Physically and mentally fit to carry out any duties.
- Ready to protect their rights and carry out their responsibilities.
- Protect their environments and themselves from any harmful traditions.
- Develop the culture of peaceful co-existence locally, nationally and globally.
- Respect the cultures of Nations, Nationalities and peoples of Ethiopia.
- Actively participate in the political, social and economic affairs of the country.
- Develop the sense of patriotism.
- Develop a sense of responsibility for, and willingness to participate in the preservation of heritages.
- Defend the interest of their country regionally and globally.
- Develop the skills analyzing causes and effects of events.
- Realize a range of people and events in the past in order to develop a balanced understanding of family, local, national and world history.
- Develop the acquisition of concepts and skills associated with sequence, time and chronology, appropriate to the developmental stages of the child.
- Recognizing and examine the influences of the past on the attitudes and behaviors of people today.
- Appreciate the impact of technological innovations on social, economic and political life of the society.
- Will be ready for the next level of learning.

**Allotments of Periods  
for Units and Sub-units of History, Grades 11 and 12**

Grade	Unit	Sub-unit	Number of Periods	
			Sub-unit	Total
11	Unit 1: Early Human Beings The Neolithic Revolution and the Emergence of State	1.1. Meaning and the Importance of history 1.2. Key elements in studying history 1.3. Dating and periodization in history 1.4. Origin of human beings 1.5. Early cultural development 1.6. Emergence of state	2 2 2 3 3 2	14
	Unit 2: Ancient World Civilization	2.1. Civilizations in Africa 2.2. Civilizations in Asia 2.3. Civilizations in Europe 2.4. Civilizations in Latin America	4 6 4 2	16
	Unit 3: Peoples and States in Ethiopia and the Horn up to 1270	3.1. The Study of Ethiopian History 3.2. The Neolithic revolution in the Ethiopian region and the horn 3.3. Languages in Ethiopia and the horn 3.4. Pre-Axumite states in the Ethiopian region and the horn 3.5. Axumite state and civilization 3.6. The Zagwe Kingdom	2 2 2 3 4 4	17
	Unit 4: Medieval Period	4.1. Medieval Europe and development of early capitalism 4.2. Development of early capitalism 4.3. Middle age in Asia	6 6 4	16
	Unit 5: Peoples and States of Africa between 1000- 1880s	5.1. States 5.2. European explorers in Africa 5.3. Trans-Atlantic Slave Trade	4 4 4	12
	Unit 6: Peoples and States in Ethiopia and the Horn between 1270-1520s	6.1. Restoration of "Solomonic" Dynasty and the Christian Highland Kingdom 6.2. The expansion of Islam and the emergence of Muslim Sultanates in Ethiopia and the horn 6.3. The Omotic states in the Ethiopian region	4 6 6	16
	Unit 7: The early modern world capitalism and the growth of democracy	7.1. China and Japan in the 16 <sup>th</sup> C and 17 <sup>th</sup> C 7.2. Capitalism and the growth of democracy in Europe and the West 7.2. Age of Reaction	5 10 5	20

*History: Grade 11 and 12*

Grade	Unit	Sub-unit	Number of Periods	
			Sub-unit	Total
12	Unit 8: People and States in Ethiopia and the Horn between 1820s -1855	8.1. Relation between the Christian highland kingdom and the Muslim Sultanate of Adal	6	25
		8.2. Population Movements	6	
		8.3. Instability versus consolidation in the Christian highland kingdom (1543-1855)	7	
		8.4. Peoples and States of Ethiopia	6	
	Unit 1: Development of Capitalism, Nationalism and Colonialism	1.1. Formation of Nation States	6	14
		1.2. Nationalism and the Eastern question	4	
	1.3. Colonial rivalries among European powers	4		
	Unit 2: Peoples and States in Africa between 1850s-1914	2.1. The process of colonizing Africa	3	13
2.2. African resistance against colonial expansion		6		
2.3. Colonial possessions and administration		4		
Unit 3: Peoples and States in Ethiopia and the Horn between 1855-1905	3.1. Revival of long distance trade	4	24	
	3.2. Political, economic and social conditions of Ethiopia during the reigns of Tewodros II, Yohannis IV and Menelik II	20		
Unit 4: The First World War and African struggle against colonial rule	4.1. The first World War	4	12	
	4.2. The Russian Revolution	4		
	4.3. African struggle against colonial rule between the two world wars	4		
Unit 5: People and states in Ethiopia and the horn between 1908-1930s	5.1. Power struggle from 1908-1913	3	13	
	5.2. The reign of Lij Iyassu	3		
	5.3. The Diarchy	4		
	5.4. Emergence of Autocracy	3		
Unit 6: The Second World War	6.1. The World War II	8	10	
	6.2. Formation of UN	2		
Unit 7: Ethiopian between 1935-1991	7.1. Italian Fascist Aggression and Ethiopian resistance movement	4	22	
	7.2. Fascist occupation and Ethiopian resistance movement	3		
	7.3. War of Liberation and Ethiopian Independence	5		
	7.4. Challenges of the Regime	5		
	7.5. The Popular Revolution of 1974	5		
Unit 8: Major Regional and Global	8.1. The Emergence of Antagonistic super powers: USA versus USSR	3	17	
	8.2. Division of the World between East and West and the Emergence of Cold War	3		

*History: Grade 11 and 12*

Grade	Unit	Sub-unit	Number of Periods	
			Sub-unit	Total
	Developments in the post W.W.II	8.3. Independence movement of India	3	
		8.4. Arab-Israeli Conflict	3	
		8.5. The Vietnam War	3	
		8.6. Non-aligned movements	2	
	Unit 9: African Liberation movements and Independence in the post W.W.II	9.1. Pan Africanism	3	11
		9.2. National Liberation Movements	3	
		9.3. The Formation of OAU and its transformation to AU	3	
		4.2. Contemporary Africa	2	