

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

History Syllabuses, Grades 9 and 10

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 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 for grades 9 to 12, 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 materials mainly by giving more emphasis to the active learning approach.

This curriculum material is specially designed for history Grade 9 and 10. The aim of history education at these two grade levels is to enable students to acquire basic historical knowledge as well as the methodologies of studying history. Students will also be introduced to scientific research methods that help them arrive at truth and sound generalizations. In order to achieve these aims relevant topics from the world, African and Ethiopian histories are carefully selected and organized as content materials for the two grades. At the same time, the problems of content overload and content sequences that have been indicated by the students and teachers in course of need assessment are addressed in the revised curriculum materials.

The new curriculum framework for Ethiopian schools has allotted two periods per week for history grade 9 and 10. Thus, the syllabus of each grade is designed for 34 weeks, which means that each grade will have a total period of 68. Nevertheless, the distribution of periods for units and sub-units in both syllabi is proposed in a way that leaves sufficient 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 works that led to the completion of the revision of curriculum materials for the high school history education.

1. Curriculum experts from the MOE
Girma Hurisa (Information Communication Technology Department)
Mohammed Abubeker Group Leader, (Head Office, MoE)
Zelalem Alagaw (General Education Curriculum Framework Development Department)
2. Curriculum experts and teachers from regional educational bureaus
Alebachew Worku (Afar)
Aschalew Shewarega (Dire Dawa)
AssefAbiratu (Benishangul Gumuz Educational Bureau)
Gebre G/medihin (Addis Ababa)
Girum Gebre eyesus (Gambella)
Tegeste Alemu (Addis Ababa)
3. National Consultant for History
Birhanu Lemeso: Kotebe College of Teachers Education
4. International Consultant for History
Aif wilkinson

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 development 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.

**Allotment of Periods
for Units and Sub-units of History
Grades 9 and 10**

Grade	Unit	Sub-unit	Number of Periods	
			Sub-unit	Total
9	Unit 1: Early Human Beings The Neolithic Revolution and Emergence of State	1.1. Meaning and the importance of history	2	8
		1.2. Evolution of human beings	2	
		1.3. Stone Age	3	
		1.4. State formation	1	
	Unit 2: Ancient World Civilization	2.1. Civilization in Africa	2	8
		2.2. Civilization in Asia	2	
		2.3. Civilization in Europe	2	
		2.4. Civilization in Latin America	2	
Unit 3: Peoples and States in Ethiopia and the Horn up to 1270	3.1. Ancient States and civilization in Ethiopia and the Horn	7	8	
	3.2. People and languages in Ethiopia and the Horn	1		
Unit 4: Medieval Period and Development of Early Capitalism	4.1. Middle Age in Europe	3	10	
	4.2. Middle Age in Asia	4		
	4.3. Development of Early Capitalism	3		
Unit 5: Peoples and States of Africa up to 1880s	5.1. Languages of Africa	2	8	
	5.2. People and States in North Africa	3		
	5.3. Trans Atlantic Slave Trade	3		
Unit 6: Peoples and States in Ethiopia and the Horn between 1270-1520s	6.1. The Restoration of "Solomonic" Dynasty and the Christian Highland Kingdom	4	8	
	6.2. Peoples and States in Ethiopia	4		
Unit 7: Industrial Capitalism and the Western World	7.1. Consolidation of Capitalism in Modern Europe	2	8	
	7.2. Enlightenment	2		
	7.3. American War of Independence	2		
	7.4. French Revolution	2		
Unit 8: People and States in Ethiopia and the Horn between 1820s -1855	8.1. The Relationship between the Christian Highland Kingdom and the Sultanate of Adal (1520s-1559)	3	10	
	8.2. Population Movements	2		
	8.3. Relationship between Christian Highland Kingdom and Catholicism	1		
	8.4. The Gondarian Period and the Zemene Mesafint	2		
	8.5. Peoples and States of Central, Eastern, Western and Southern Part of Ethiopia.	2		

History: Grade 9 and 10

Grade	Unit	Sub-unit	Number of Periods	
			Sub-unit	Total
10	Unit 1: Development of Capitalism, Nationalism and Colonialism	1.1. Formation of Nation State	3	10
		1.2. Colonialism	2	
		1.3. The Process of Colonial Occupation and Colonial Possession of Africa	2	
		1.4. African Resistance against Colonial Expansion	3	
	Unit 2: Peoples and States in Ethiopia and the Horn between 1855-1908	2.1. Long Distance Trade in the 19 th C	3	11
		2.2. Formation of Modern Ethiopia Empire	8	
Unit 3: The Two World Wars	3.1. First World War and the October 1917 Russian Revolution	3	10	
	3.2. Second World War and Its Effect	3		
	3.3. African Struggle against Colonial Rule between the Two World Wars	4		
Unit 4: Peoples and States in Ethiopia and the Horn between 1908-1947	4.1. Power Struggle from 1908-1913	3	15	
	4.2. Reign and Reforms of Lij Iyassu (1913-1916)	3		
	4.3. The Diarchy (1916-1930)	3		
	4.4. The Emergence of Autocracy	3		
	4.5. Fascist Italian Aggression and the Ethiopian Patriotic Resistance and Liberation	3		
Unit 5: Post Second World War Regional and Global Developments	5.1. Developments in the Post World War II	3	11	
	5.2. African Struggle Against Colonial Rule	4		
	5.3. The Struggle for Continental Union	4		
Unit 6: Peoples and States in Ethiopian and the Horn between 1941-1991	6.1. Consolidation of Autocracy	4	11	
	6.2. Crisis of Autocracy and Oppositions to the Imperial Rule	4		
	6.3. The Popular Revolution of 1974	3		