

Social Studies Syllabuses
Grade 7

Learning outcomes of Grade 7 Social Studies

1. To develop understanding and acquire knowledge of

- the size, shape of Africa with other continents.
- the name of super language families in Africa
- the location of Egypt and Carthage as one of centers of ancient civilization in Africa .
- the significance of ancient civilization of Egypt, & Carthage.
- the economic bases of pre-colonial states of Mali and Funji
- the pattern of population distribution of Africa.
- the major factors affecting population distribution and livelihood of Africans.
- what map is and the definition of latitude and longitude in relation to parallels and meridians
- the layers of the earth
- materials of the crust
- the types and formation of rocks.
- the economic uses of rocks.
- the natural vegetation of Africa
- the major wild animals of Africa
- the distribution of natural vegetation of Africa on the map.
- interaction between wild life and natural vegetation
- the major human factors affecting natural vegetation and wild life.
- the major natural factors affecting natural vegetation.
- the relationship between human beings and water
- the availability and scarcity of potable water in Africa
- the conservation of natural vegetation with the conservation of other resources
- how to control air and water pollution
- the threat of soil resources in Africa
- the main consequences of rapid population growth in Africa.
- the manifestation of the absence of good governance in Africa
- the legal documents that support child rights.
- child right violation practices in their localities
- what delinquency is .
- the regional organization of Africa
- member states of the organizations
- the formation of OAU and its transformation to AU.

2. To develop skill and abilities of

- constructing the sketch map of Africa to indicate marginal information
- writing short reports on the impact of rapid population growth in their localities.
- preparing a short report on the manifestation of lack of good governance in their localities
- applying defense mechanisms to protect themselves from child right violations.
- stating some features of delinquency

3. To develop the habits and attitude of

- appreciation to the architectural achievements of pre colonial state of Zimbabwe
- appreciation to the contribution of long distance trade in Ethiopia in connecting peoples.
- realization of the importance of natural vegetation and wild life of Africa
- willingness to participate in keeping water clean for the purpose of domestic use
- realization of the partnership targets of Regional organizations of Africa

Unit 1: Living in Africa (23 periods)

Unit Outcomes: Students will be able to:

- Explain the shape, location, and super language families of Africa
- Recognize the major ancient civilization and pre-colonial states of Africa
- Discuss factors that affect distribution, settlement and livelihood in Africa.

Competencies	Contents	Suggested activities
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Compare the size and shape of Africa with other continents. • Identify the absolute location of Africa. • Explain the terms latitude and longitude in relation to parallel and meridians. • Name super language families in Africa 	<p>1. Living in Africa</p> <p>1.1 The people of Africa Size, Shape and Location of Africa (2 periods)</p> <ul style="list-style-type: none"> • Africa’s position <p>1.2 Latitude and longitude (3 periods)</p> <ul style="list-style-type: none"> • The tropics of Cancer, Capricorn and the Equator • Lines of latitude and longitude and the Greenwich meridian • Travelling in time <p>1.3 Super language families and their distribution (2 periods)</p> <ul style="list-style-type: none"> • Major language families 	<ul style="list-style-type: none"> • Begin the class by presenting physical map of Africa and encourage students to come with varied information about Africa from what they observed on a map. Let students discuss about size, shape & location of Africa based on the extracted information • Students are given a blank map of Africa and its countries. The teacher puts a physical map on the board, which should also be in their book and asks students to identify and say something about a country in turn. The teacher supplements their information. • Students add the names of the countries, capitals and major rivers to their maps. • Case study: comparison of two capitals: e.g. Accra and Kampala • Capital and country matching quiz • Class discussion: Review students’ work from Grade 6 on the tropics of Capricorn and Cancer, the Equator and earth’s axis. Draw them on the board. • Next introduce other lines of latitude. Then introduce lines of longitude, beginning with the Meridian. Ask if anybody knows why it is so important. Explain it to them. • Students copy the diagram in their book. • Finally, explain how one hour east, take away 15 degrees of longitude to the East.. Relate it to the path of the sun. Use a satellite television schedule e.g. NileSat showing time in UK, Cairo, Addis, Saudi Arabia, Abu Dhabi etc for the showing of a football match. Ask the boys what time the match will be shown in Addis if it is at 14:00 hours in the UK (0degrees) • Ask students if they can name any super language families and add them to a blank map on the board, e.g. Bantu languages, Arabic, (San language) • Give a short explanation (for not more than 5 minutes) on super language families • Comparative case study of speakers from two major language groups • Now ask students to complete a map showing their distribution, • Finally ask groups of students to tell you as much as possible about the speakers of one particular language group.

Competencies	Contents	Suggested activities
<ul style="list-style-type: none"> • Indicate the location of Egypt and Carthage as one of the centres of ancient civilizations in Africa • Explain the significance of the ancient civilizations of Egypt and Carthage. • Analyze the economic bases of pre-colonial states of Mali and Funji. • Show appreciation to the architectural achievements of pre colonial state of Zimbabwe • Appreciate the contribution of long distance trade in Ethiopia to connecting people. • Recognize the existence of other trade routes in Africa and • Identify their origins 	<p>1.4 Ancient civilization in Africa (Egypt and Carthage) (2 periods)</p> <ul style="list-style-type: none"> • The ancient civilization of Egypt Pyramids, temples and people, Agriculture and trade, hieroglyphics • The ancient civilization of Carthage <p>1.5 Pre-Colonial States, e.g. Zimbabwe, Mali, Funji (3 periods)</p> <ul style="list-style-type: none"> • Pre-colonial Zimbabwe • Pre-colonial Mali • Pre-colonial Funji <p>1.6 Long distance trade as a factor connecting people in Ethiopia (3 periods)</p> <ul style="list-style-type: none"> • Long distance trade in Ethiopia 	<ul style="list-style-type: none"> • Discuss the location of ancient Egypt with students and locate it on a map on the board. Compare the location with present day Egypt. Copy map. • Look at the case study covering architecture, Pharaohs, agriculture and communication. Compare it with Axum. • Hieroglyphics: Give students the key to some basic symbols and ask them to try to read some simple hieroglyphs. Discuss significance of communication. • Ask students to help add Carthage to the map • Examine the case study on agriculture , people, and communication • Make a comparison between Carthage and Egypt • Discuss the major significance of each civilization to the present day • Students to review what they have learned about ancient civilizations and languages. • Identify the pre-colonial state of Zimbabwe on the map with students. Discuss what they have heard. • Look at a brief case study of pre-colonial Zimbabwe, • Now introduce Mali and Funji and ask students to help locate them on the map. • Students look at case study on Mali and Funji which deals with architecture, people, agriculture, economic base and significance. • Groups decide which culture interests them most and write about it. • Quick quiz on pre-colonial states • Class timeline of pre-colonial states • Students discuss and map the trade routes of Ethiopia. Next they should identify and mark the major items they carry with their caravans. • Students discuss the importance of trade and its contribution in connecting people of Ethiopia • Discuss trade routes out of Ethiopia and their destinations • Case study of two other trade routes and the reasons that they are there, both historical and modern.

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Describe the factors which affect population distribution • Relate these factors to population settlement in Africa and identify settlement on a map • Explain the types of livelihood commonly found in Africa • Relate these to climate and vegetation • Transport routes 	<p>1.7 Population 1.7.1 Population distribution and settlement (3 periods)</p> <ul style="list-style-type: none"> • Key factors for population distribution and settlement, (vegetation, climate, population pressure) • Climate: equatorial lowland Savannah equatorial highland desert <p>1.7.2 Livelihood in Africa (3 periods)</p> <ul style="list-style-type: none"> • Fishing in rift valley of Ethiopia • Equatorial lowlands and their resources: Nigeria (oil/coconut palms, fishing, food crops, e.g. cassava) • High savannah: cattle ranching (Ethiopia, Kenya) • Equatorial highland cereal production, coffee and tea production, flower and vegetable growing, milk production. 	<ul style="list-style-type: none"> • Students discuss the physical map of Africa showing vegetation. • Ask students what they can tell about the climate from looking at the map. Discuss which areas are likely to be more fertile and suitable for farming. • Case study of boxes representing climatic conditions • Students look at a map of population settlement of Africa and relate this to the climatic factors which they have been talking about. • Discussion of other factors concerning population movement, e.g. wars and famine • Assign learners to identify the major livelihood of different settlement patterns and relate the livelihood with the factors (climate, resource, • Case study of rural activities (equatorial lowlands) • Case studies of fishing activities in Ethiopia • Case study: Cattle ranching • Discuss key road/rail routes in Africa, mark them on the map, and discuss the effect of wars and disturbances on transport routes.

Competencies	Contents	Suggested activities
<ul style="list-style-type: none"> • Discuss reasons for urban settlement. • Identify some examples • Be aware of key transport routes and the effect of civil unrest on security. 	<p>1.7.3 Factors affecting the distribution, settlement and livelihood (2 periods)</p> <ul style="list-style-type: none"> • Reasons for urban settlement and examples (Addis Ababa and Mombasa.) • Transport route and security issues i.e. wars and disturbances 	<ul style="list-style-type: none"> • Students look at map and remind themselves of the position of urban settlements. • Case study of Addis Ababa and Mombasa • Emphasise that Addis was founded in a fertile sheltered valley with a river, Mombasa is a sheltered harbour and is the beginning of the East African Railway. Contrast a worker in Addis who packs coffee and a person in Mombasa who works in the port. Point out that there is still a relationship to climate. • Discuss the effects of wars and disturbances have on population movement and on transport

Assessment

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

A student working at **the minimum requirement level** will be able to : compare the size and shape of Africa with other continents , name super language families in Africa , show appreciation of Africa as home to many racial families, indicate the location of Egypt and Carthage as a center of

African civilization, explain the significance of ancient civilization of Egypt, and Carthage, analyze the economic bases of pre-colonial states of Zimbabwe, Mali and Fungi, appreciate the contribution of long distance trade in Ethiopia in connecting peoples. Students should also be able to show appreciation of the architectural achievements of the pre-colonial state of Zimbabwe and discuss the major factors affecting population distribution and livelihood.

Unit 2: Structure of the Earth (12 Periods)

Unit Outcomes: Students will be able to:

- Describe the layers of the Earth and components of the crust
- Understand that the earth’s plates can move and cause earthquakes
- Identify the formation, types and economic uses of rocks
- Explain and use lines of latitudes and longitude and understand the meridian
- Construct a sketch map

Competencies	Contents	Suggested activities
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Define the term map • Express the uses of a map <ul style="list-style-type: none"> • Draw a sketch map of Africa to indicate marginal information on a map <ul style="list-style-type: none"> • Describe the layers of the earth • Point out the main materials which make up the crust <ul style="list-style-type: none"> • Identify the types and formation of rocks. • Explain the economic uses of rocks. • Verify the economic importance of rocks in Ethiopia 	<p>2. Structure of the Earth</p> <p>2.1 Finding and Using information from a map (6 Periods)</p> <ul style="list-style-type: none"> • Using a map <ul style="list-style-type: none"> • Marginal information (title, direction, date, key) <p>2.2 Layer of the earth (4 Periods)</p> <ul style="list-style-type: none"> • The crust, mantle and core (Depth of the crust and mantle) • Main components of the crust <p>2.3 Types & formation of Rocks (2 Periods)</p> <ul style="list-style-type: none"> • The formation of Rocks • The types and uses of Rocks (Sedimentary, igneous and metamorphic) • Rocks of economic importance 	<ul style="list-style-type: none"> • Discuss the possible uses of a map and who would use or make them. • Case study of a person who works in the Addis government map office Provide students with a standard 1:50 000 map on the board, or a small section plus the marginal information • Ask students what they can see on the map apart from the map itself, (title, direction, key, date) discuss why these are important. • Now ask each student to draw a sketch map of Africa in his or her book as you draw one on the board. It will have to be very simple with cities, borders, rivers, mountain ranges. • Remind students how to draw a key and ask them to make a key for their map • Ask students why they think it would be important to know the date when a map was made in a fast developing city like Addis Ababa. <ul style="list-style-type: none"> • Explain how the earth is made up of layers by using a boiled egg. Discuss the depth of the crust and mantle and explain that the core is very hot. • Explain the main components of the crust such as soil, water and rocks using a photograph of a cross section showing layers of earth and rock. <ul style="list-style-type: none"> • Explain that molten rock has been forced up from the hot core (which they learned about in the previous lesson) and that it folded itself in strange ways as it began to solidify. • Discuss diagrams of sedimentary, igneous and metamorphic rock. Show students samples. • Ask students about any valuable rocks and minerals which they have heard about. Discuss minerals such as copper and gold and precious stones such as diamonds and semi precious stones. • Ask students to copy a map showing mineral deposits in Ethiopia and discuss this with them at the same time

Assessment

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

A student working **at the minimum requirement level** will be able to:
Define the term map, explain the terms latitude and longitude in relation to parallel and meridians, construct the sketch map of Africa to indicate the

geographical grids, describe some of the marginal information of a map, demonstrate the direction of points on map, describe the layers of the earth, point out the main materials of the crust i.e. continents and water bodies, identify the types and formation of rocks, explain the economic uses of rocks.

Unit 3: The Eco-system and its Challenges (16 periods)

Unit Outcomes: Students will be able to:

- recognize the distribution, importance & the major factors that affects natural vegetation & wild animals in Africa.
- recognize the availability & threat of potable water resources
- realize the methods to conserve natural resources

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Identify and indicate the natural vegetation of Africa on the map • Distinguish the major wild animals of Africa • Discuss how they inter relate with their environment • Realize that plants and animals are part of an eco-system • Verify that the animals will become extinct if their habitat is destroyed • Discuss human factors which affect wildlife • Reflect that we can act to prevent climate change. • Explain the relationship between human beings and water. • Compare and contrast the availability and scarcity of potable water in Africa. • Predicate threats and describe the causes of the 	<p>3. The Eco-system and its Challenges</p> <p>3.1.1 Natural vegetation and wild animals (6 periods)</p> <ul style="list-style-type: none"> • Distribution of Natural Vegetation & wild animals • Importance of Natural vegetation and wild animals (scientific, economic, and as part of our natural world.) • Major factors that affect natural vegetation and wild animals(human, i.e. population pressure, lack of awareness, poverty) and natural, i.e. climate, wild fires • Loss of biodiversity <p>3.1.2 Water, soil & air (4 periods)</p> <ul style="list-style-type: none"> • The importance of water for life • Causes of drinking water problems (lack of sanitation, urbanization, industrialization, rapid population growth) 	<ul style="list-style-type: none"> • Remind students about the type and distribution of natural vegetation found in Africa, using the map of Africa (These are: equatorial rainforest, savanna, desert & semi desert, Mediterranean, and tropical highland vegetations) Ask students to out them on their maps. • Now discuss the animals which live in the different environments, mentioning that some live in more than one kind of vegetation and are better survivors. Students can list them. • Discuss what will happen if their habitat is destroyed. Mention extinction. Continue by discussing the scientific and economic importance of animals and plants for the world.(e.g. medical research for drugs from plants)Remind them of the speed at which plants are disappearing, and animals too. • Hold a quick class quiz in two teams with pictures of less well known animals and ask students to say where they come from and what kind of habitat they are likely to live in. • Ask students to discuss why we need water. Provide students with data showing the availability of clean water and potential water resources in Africa. • Discuss the difference between what is needed and what is available. Bring out the reasons. • Now ask students to have pair discussions about the threat to potable water (lack of sanitation, urbanization, industrializations and rapid population growth. in Africa). • Discuss the difference between what is needed and what is available. Bring out the reasons. • Now ask students to have pair discussions about the threat to potable water (lack of sanitation, urbanization, industrializations and rapid population growth. in Africa).

Competencies	Contents	Suggested activities
<p>threats to potable water in Africa.</p> <ul style="list-style-type: none"> Identify the threat to soil resources in Africa. Analyze the causes of urban pollution <ul style="list-style-type: none"> Relate the conservation of natural vegetation to the conservation of other resources. Discuss how to control air and water pollution. Show interest in participating in keeping water clean for domestic use 	<ul style="list-style-type: none"> Threats to soil The causes of urban air pollution <p>3.1.3 Intervention measures to conserve natural resources (6 periods)</p> <ul style="list-style-type: none"> Conservation of natural vegetation is key How to control air and water pollution Use of alternative conservation methods. UNEP (The United Nations Environment Programme and our human obligations 	<ul style="list-style-type: none"> Students report back and conclude the discussion Look at case study of Addis Ababa and the population growth statistics. Use a photograph showing new building work. Brainstorm. Students discuss threats to soil and air. Ask them to list the dangers that they face. Discuss a photo which shows air pollution over Addis Ababa. Develop a concept map showing positive linkage between conservation of vegetation and conservation of water, soil, air, and wild animals. Design micro projects in which learners can participate in activities to keep water clean in their schools or their local areas Students form three groups. one discusses how to conserve vegetation, and the others discuss water conservation and prevention of air pollution. A representative of each group reports back to the class. The suggestions are put on the board and the teacher fill in any gaps. Students can then make notes in their books. Ask students if they have ever got sick from drinking dirty water. Discuss how they prepare and store clean water at home. Write down practical methods of purifying water using waste water on the vegetable plot. Case study about UNEP, (United Nations environment Programme) based in Nairobi. Explain that as humans we have an obligation to the world to protect indigenous animals.

Assessment

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

A student working **at the minimum requirement level** will be able to identify the natural vegetation of Africa, distinguish the major wild animals of Africa, indicate the distribution of natural vegetation of Africa on the map, realize the importance of natural vegetation and wild animals of Africa, analyze interaction between wild animals and natural vegetation,

state the major human factors affecting natural vegetation and wild life, discuss the major natural factor affecting natural vegetation, explain the relationship between human beings and water, compare and contrast the availability and scarcity of potable water in Africa, predict future threats to potable water resources in Africa, describe the causes for these threats, identify the threat to soil resources in Africa, relate the conservation of natural vegetation with the conservation of other resources, discuss how to control air and water pollution, show interest in keeping water clean for domestic use

Unit 4: Public Agenda (17 Periods)

Unit Outcomes: Students will be able to:

- Analyze the socio-economic impact of HIV/AIDS in Africa
- Verify the effect of the lack of good governance in Africa
- Identify the geographical coverage and targets of regional organizations of Africa
- Analyze the impact of rapid population growth in Africa.

Competencies	Contents	Suggested activities
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Analyze the prevalence & impact of HIV/AIDS in Africa. • Explain the main consequences of rapid population growth in Africa. • Write a short report on the impact of rapid population growth in their localities. • Identify the contents of UN Convention on the Rights of the Child • Describe child rights violations which occur in their locality • Know how to protect themselves from child rights violations 	<p>4. Public agenda</p> <p>4.1 Population related Issues</p> <p>4.1.1. prevalence & impact of HIV/Aids in Africa (3 Periods)</p> <ul style="list-style-type: none"> • The prevalence of HIV/AIDS In Africa • The impact of HIV/AIDS in Africa <p>4.1.2 Consequence of rapid population growth (4 Periods)</p> <ul style="list-style-type: none"> • The imbalance between resources and needs • unemployment • poverty <p>4. 2 Issues of rights and safety (6 period)</p> <p>4.2.1 Fighting Child Rights Violations (3 periods)</p> <ul style="list-style-type: none"> • Laws supporting the rights of the child • Escaping mechanisms (telling responsible adults, warning friends about danger, using your instincts) 	<ul style="list-style-type: none"> • Explain the role of the WHO to students as a monitor for the world’s health and provider of accurate statistics. Ask students if they understand how those statistics can be used. • Provide students with current WHO data on the prevalence of HIV/AIDS in Africa. Discuss their views on the prevalence & impact of HIV/AIDS. • Compare statistics from different countries. • Case study of a family affected by HIV/AIDS in South Africa. • Ask students to make a spider diagram of all those affected if the father, for example, was affected. Point out that the country cannot afford to lose young educated people. • Arrange a thought bubbles game which radiate from consequences of rapid population growth. • Direct the game to focus on unbalance between resource & human needs, unemployment, & poverty. • Discuss child rights violations which the students know about. • Prepare a role play/drama based on one of the examples, e.g.a neighboiur is beating children so badly their bones are broken, or men hang around waiting to abduct young girls. • Open class discussion about what students perceive/get from the role play/drama • Safety rules: Always tell parents where you are going and who you are with. • First ask students to list the rights which they think need to be protected. Next Look at the points from the UN Convention on the rights of the child. (Use the poster)

Social Studies: Grade 7

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Give examples and explain the lack of good governance in Africa • Write a short report on examples of both good and bad governance in their area 	<p>4.2.2. Examples of the lack of good governance in Africa (3 Period)</p> <ul style="list-style-type: none"> • Corruption • Results of civil war • A student class election campaign: How you would improve local governance in your area if you were elected. 	<ul style="list-style-type: none"> • Ask students if they watch the news on TV or listen to the radio and to tell the class what they have heard or seen relating to other governments' works. • Invite an adult to come to talk about how local government works in their area. • Discuss good and bad points. • Plan your election campaign. • Write a short report about what you would do to improve local government in your area if you were elected.
<ul style="list-style-type: none"> • Name African regional organizations • Identify member states of these organizations • Realize the partnership targets of African regional organisations. • Discuss the formation of OAU and its transformation to AU 	<p>4.3 Programmes for partnership(4 Period)</p> <ul style="list-style-type: none"> • Major regional organizations (COMESA, ECOWAS, SADC, Nile Basin Initiative, AU. • The founding of the OAU • The goals of the major organisations 	<ul style="list-style-type: none"> • Write the name of the organizations on the board and ask students to tell you what they know about them. write this down, then give them extra information. Discuss which countries are members. • Discuss how the OAU was founded and how it became the AU. • Asks students if they think it is important for Ethiopia to host the AU and what advantages this brings. • Discuss the major aims/goals of each organization. Write the information in a box for each one.

Assessment

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

A student working **at the minimum requirement level** will be able to : analyze the prevalence and impact of HIV/AIDS in Africa , explain the main onsequences of rapid population growth in Africa ,write a short report on the impact of rapid population growth in their localities, explain the

reasons for the lack of good government in Africa, prepare a short report on examples of good and bad local government in their areas, identify the UN document which supports children's rights , criticize child rights violations in their localities, explain how to protect him/herself from child rights violations, define what delinquency is, name the regional organizations of Africa , identify member states of the organizations , be aware of the goals of regional African organisations, discuss the formation of the OAU and its transformation to the AU.