

Social Studies Syllabuses
Grade 8

Learning outcomes of Grade 8 Social Studies

1. To develop understanding and acquire knowledge of:

- location, major land features, lakes and rivers of the world
- major world languages
- densely and sparsely populated areas of the world and factors responsible for variation
- the impact of the Industrial Revolution and developments
- the history of the African People's Struggle against colonialism
- forces that change the surface of the Earth and their effects
- causes and consequences of the unwise use of natural resources
- major pollutants of air and water and possible preventative action
- causes and effects of global warming
- manifestations of and ways of avoiding delinquency
- the main purposes and guiding principles of the UN and the concept of globalization
- strategies designed to reduce rapid population growth
- the effects of global warming on people, vegetation and wild life
- computing scale conversion
- calculating ground distance and area of regular shaped figures from the map
- labeling the main organs of the UN
- how to report and deal with violence and harassment in the students' localities.

2. To develop skills and abilities of

- measuring distance and area on a map
- copying the map of the seven continents

3. To develop the habits and attitudes of:

- appreciating some ancient world civilizations
- combating HIV/AIDS, promoting population policy and gender equality
- admiration of the contribution of ancient civilizations to the present world
- appraising the African response to resisting colonialism and successful African resistance against colonialism
- how new ideas emerged from the industrial revolution
- emulating the work of people who provide care and support to those living with HIV/AIDs and their families.
- acceptance of the importance of empowering women and reducing poverty.
- taking part in conservation activities in their local it Unit One The World We Live In

Unit 1: The world we live in (25 Periods)

Unit Outcomes: Students will be able to:

- Describe the location and major features of continents, and the major languages of the world.
- Appreciate some ancient world civilisations
- Distinguish densely and sparsely populated areas and identify factors responsible for their variation
- Describe the impact of the Industrial Revolution
- Recognize the history of the African people’s struggle against colonialism.
- Describe how new ideas emerged and explain what they were

<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"> • Copy the map of the seven continents. • Describe the relative location of the continents. • Compare and contrast the size of the continents of the world • Differentiate the highest peaks and the lowest elevations of the world • Identify the major lakes and river of the world. • Identify the major languages spoken in the world. • Indicate, using map, where the major languages spoken in the world. • Describe the major achievements of ancient civilizations • Appreciate the contribution of ancient civilization to the present world. 	<p>1. The world we live in</p> <p>1.1 The Continent (Relative location & size of the continents) (3 Periods)</p> <ul style="list-style-type: none"> • Major features of the continents • Major land features: highest peaks of the continents, e.g.(Mt Everest, Mont Blanc, and the lowest elevation, e.g. The Dead Sea • Major rivers and lakes <p>1.2 The people of the world (6 Periods)</p> <ul style="list-style-type: none"> • Major world languages • Ancient civilizations, e.g. Greeks, Romans, Chinese, Persians, Incas. 	<ul style="list-style-type: none"> • Draw the map of the world on the board and review the location of the continents which they learned last year. Students can copy this. or you can provide them with a blank. Now show a printed map of the world and ask students to compare and contrast the size of continents based on this map. • Next ask them to identify the highest peaks and add them to their own map. Discuss how these peaks are coloured on the map • Next ask students to help identify rivers and then major lakes or inland seas. They then add these to their map. • Case study: A family who live near Mt Everest (a mountain guide) • Case study(Tourism at the Dead Sea) • Discuss and compare the differences with the students. • Discuss major world languages such as Mandarin, English, Spanish, Arabic, etc. Ask students to identify the countries where they are spoken as a first language on the map. Then discuss why English has spread so widely. • Case study of a Kikuyu boy who speaks Kikuyu, English and Kiswahili. Identify the areas of Africa where Kiswahili is spoken. • Introduce two ancient civilizations through case studies: Ancient Rome and China. Mark these places on the world map. Explain about other civilizations such as the Incas, Persia, the Greeks, and ask students to find out about them if they can. • Ask students to list the major achievements after looking at the case studies. • Mention early trade between East Africa and China and the discovery of Chinese pottery on the Kenya coast.

Competencies	Contents	Suggested Activities
<ul style="list-style-type: none"> Identify some of the most densely and sparsely populated areas of the world Appreciate that nationalism and colonialism are one impact of the industrial revolution Identify where the industrial revolution began Understand African resistance to colonialism Exemplify successful African resistance against colonialism. Recognize the outcomes of the two world wars. 	<p>1.3 Population distribution and livelihood</p> <p>1.3.1 Sparsely populated areas e.g. hot and cold deserts compared with major population centres in India, China, and Africa. (3 Periods)</p> <p>1.3.2 Causes of the variation of population distribution (3 Periods)</p> <ul style="list-style-type: none"> Physical factors e.g. climate, resources and landforms Social factors (political and economic factors, communications) <p>1.3.3 Livelihood in different parts of the world (1Period)</p> <p>1.3.4 Major religions of the world (1Period) (Buddhism, Hindusim, Shintuism, Christianity, Islam and Judiasim)</p> <p>1.4 The Industrial Revolutions and its effects (8Period)</p> <ul style="list-style-type: none"> The beginning of the industrial revolution Impact of industrial revolution (nationalism, colonialism, urbanisation) Emergence of new ideas e.g liberalism, pluralism, democracy World War I and II African Resistance Against Colonial expansion <ul style="list-style-type: none"> Ashante Samori Toure 	<ul style="list-style-type: none"> Show students a population distribution map of the world. Discuss this with students and ask them why they think these areas are densely or sparsely populated. Ask students which physical factors they think affect population distribution. List them on the board. Next, look at a case study of An Inuit family living in the Arctic, and at population distribution in cold desert areas. Next, discuss physical, social and economic factors for the variation of population distribution in the world and list them. Look at a case study of a family living near Mumbai, India, and at the population distribution map. Finally compare the two case studies and draw conclusions. Explain how the industrial revolution began. Ask students why inventions like the steam engine and the spinning jenny were so important. Explain about the expansion of liberalism and democracy Ask students why they think that people wanted to colonise other countries. Explain that they were very confident because of the success of the industrial revolution and that this made them very nationalistic. Students discuss and complete a map of Africa showing which areas were colonized by whom. Students discuss African resistance to colonial expansion e.g. Ashanti, Samoritoure resistance, the MajiMaji movement, Kikuyu in Kenya and Adwa, the successful Ethiopian resistance. Case study on the causes of World War 1 and 2.

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
	<ul style="list-style-type: none"> - Maji- Maji - Kukuyu - Ethiopia(Adwa) • African struggle against colonial rule <ul style="list-style-type: none"> - Neodaster - Wafd - ANC 	<ul style="list-style-type: none"> • Ask students to discuss the causes and ask them if they can think of wars which have been started for similar reasons. • Ask students what good they think came out of the two world wars.

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 students have achieved the minimum required level. A student working at the minimum requirement level will be able to: copy the map of the seven continents, describe the relative location of the continents, compare and contrast the size of the continents of the world, differentiate between the highest peaks and the lowest elevations of the world, identify the major lakes and rivers of the world, identify the major languages spoken in the world, indicate using map where the major languages spoken in the world, describe the major achievements of ancient civilizations, appreciate the contribution of ancient civilizations to the present world, select the most densely and sparsely populated areas of the world, generalize the factors for the variation of population distribution in

the world, realize nationalism and colonialism as impacts of Industrial revolution, identify the place where the industrial revolution was started, appreciate the African response to resist colonialism, exemplify successful African resistance against colonialism, recognize the out comes of the two World Wars, relate the emergence of new ideas with industrial revolution Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day.

Unit 2: Forces that change the surface of the earth (15 periods)

Unit Outcomes: Students will be able to:

- Explain the forces that change the surface of the Earth and their effects.
- Measure distance and area on a map

<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"> • Describe the external forces that change the surface of the Earth • Realize the effects of erosion and deposition on land surfaces • Describe the internal forces that change the surface of the Earth • Express the effects of the internal forces of the Earth on land surfaces and human life. • Define a scale • Name the different methods /ways/ of expressing linear scale. • Compute scale conversion • Calculate ground distance and area of regular shaped figures from the map. 	<p>2. Forces that change the surface of the earth</p> <p>2.1 External forces & its effect on human life (4 periods)</p> <ul style="list-style-type: none"> • erosion • deposition <p>2.2 Internal forces and its effect on human life (5 periods)</p> <ul style="list-style-type: none"> • Volcanoes • Earthquakes • Faulting • Folding <p>2.3 Measuring distance and area on map (6 periods)</p> <ul style="list-style-type: none"> • meaning of scale • ways of expression linear scale • scale conversion • finding ground distance from map 	<ul style="list-style-type: none"> • Ask students to describe any erosion which they have seen recently and to list the causes and to say where the eroded soil went. Explain that the laying down of soil is deposition. • Look at the case study showing erosion caused by run-off from a steep deforested area. • Next look at a short case study of silt deposition by a river, where the silt is used for farming. • Finally ask students what effect erosion and deposition can have on human life. • Identify volcanoes of East Africa on the map and examine a classic volcanic cone as a case study using photographs. • Students draw a diagram of a volcano showing the core, magma and lava pouring from the top. • Next explain that East Africa is young and that the plates are still moving. Discuss the Rift Valley and the effects of earthquakes as the plates collide or move apart. Photograph of fault damage from an earthquake. • Use diagrams to illustrate how faults move during an earthquake and show photographs of East African examples. • Show students photographs of folding and sk them if they have seen folded rocks. • Case study of Vesuvius and Pompei. • Discuss what effect it has on people to live near a live volcano.(another one would be Montserrat in the Caribbean where half the island has been evacuated since 1996) and add local examples like Ertale • Refer students back to the map keys which they looked at in grade 7 and ask them to point out the scale on the map. • Now ask students to perform the following activities step by step. • Measure the length of the classroom and record it. • Measure the width and record it. • Measure the width of the doorway. • Measure the length and width of their desks.

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested Activities</i>
	<ul style="list-style-type: none"> • Area of regular shape. • comparison of scale: 	<ul style="list-style-type: none"> • Decide what scale to use and explain it to the students. Then the students draw a sketch map to scale showing their desks in the correct position. They insert a simple scale. • Explain the three ways (statement, fractional and graphic) of representing scale so that students can identify the types of the scales. Support your explanation with examples. • Show students plans at different scales. • Show students a section of the 1: 50 000 map and refer them to the scale which they looked at in Grade 7. • As a class, work out the distance from one place to another as an example, then give students a number of other examples. • Finally, show students a map on a scale of 1: 10 000 of the same area so that they can make a comparison of scale. • NB if students live in an urban area and can access the internet, they could look at Google Earth

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 requirement level. A student working at the minimum requirement level will be able to: describe the external forces that change the surface of the Earth, verify the effects of erosion and deposition on land surfaces and life, describe the internal forces that change the surface of the earth, express the effects of the internal forces of the earth on land surface and human life, define a scale, name the different methods/ways/ of expressing linear scale, compute scale conversion, calculate ground distance and areas of regular shaped figures from the map.

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

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day.

Unit 3: Human Intervention in the Ecosystem (8 Periods)

Unit Outcomes: Students will be able to:

- Describe the causes and consequences of damage to natural resources
- Identify major pollutants and preventative action
- Realize the causes and effects of global warming

<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"> • Analyze the effects of damage to natural resources on the ecosystem. • Take part in activities to conserve resources in their local area • Name the major pollutant of water and air. <ul style="list-style-type: none"> • Realize the causes of global warming • Evaluate the effects of global warming on people, natural vegetation and wild life. 	<p>3. Human Intervention in the Ecosystem</p> <p>3.1 Human interaction with natural resources (natural vegetation, water, air and soil) (4 Periods)</p> <ul style="list-style-type: none"> • The destruction of natural resources and the effects on the ecosystem. • Pollution of water and air and possible solutions <p>3.2. Causes & effects of global warming (4 Periods)</p> <ul style="list-style-type: none"> • Causes (CFCs, Co, Co₂) Effects • Depletion of Ozone layer • Melting of Ice • Acidic rain • Flood 	<ul style="list-style-type: none"> • Ask students to discuss examples of the effects of deforestation and poor farming practices in their areas and draw them into a discussion about soil erosion, climate change, loss of diversity and drought. • Examine two case studies from other countries, e.g. the destruction of the Amazon Rainforest for monoculture farming on poor soils which then have to be heavily treated with chemicals); and overgrazing, erosion and desertification in East Africa. • Discuss air pollution with students and look at examples such as Addis Ababa, where car exhaust fumes, fossil fuels from cooking, and some industrial processes e.g. concrete works cause problems. Introduce a case study of a polluting chemical refinery in India. • Now discuss water pollutants such as sewage but also introduce students to the dangers of agro-chemicals as pollutants. Explain that overuse does not benefit the plants and that they are toxic to humans and animals and get into the water table. Use instructions on fertilizer bags as a case study. Remind students that they need to wash chemicals off their skin and wash vegetables if they can see chemical residues. • Class discussion: Lorries are heavy polluters and • Most goods come from Djibouti on trucks which also cause many accidents. Do students think that it would be a good idea to modernise the railway as one train could carry the equivalent of one hundred truckloads? discuss the pros and cons. <ul style="list-style-type: none"> • Students should identify the major causes of global warming such as CFCs, CO, CO₂ and effects of global warming, such as depletion of O₃ layer, rise of sea level, acid rain. • Students work in groups and debate the causes and effects of global warming on people, natural vegetation and wildlife. • Case study on the melting of the ice cap, rising sea levels and the plight of polar bears. • Case study about the unpredictability of climate and increasing bad weather e.g. storms, hurricanes, floods. Mention of El Nino.

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 level will be able to: analyze the effects of the unwise use of natural resources on the ecosystem, take part in conservation activities, name major air and water pollutants, realize the causes of global warming, and evaluate the effects of global warming on people, vegetation and wild life.

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

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Unit 4: Public Agenda (19 Periods)

Unit Outcomes: Students will be able to:

- Appreciate the role of youth in combating HIV/AIDS, promoting the population policy and gender equity.
- State examples and ways of avoiding delinquency
- Explain the main purposes and guiding principles of the UN and the concept of globalization.

<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"> • Develop life skills which enable them to combat HIV/AIDS • Emulate the work of those who provide care and support to people living with HIV/AIDS and their families • Analyze population growth trends in Ethiopia. • Identify strategies designed to reduce rapid population growth. • Promote the importance of the population policy and poverty reduction strategies in Ethiopia. 	<p>4. Public agenda</p> <p>4.1 Population related issues (9 Periods)</p> <p>4.1.1 The role of youth in combating HIV/AIDS (4 Periods)</p> <ul style="list-style-type: none"> • Developing life skills: abstinence, resisting peer pressure, thinking about the future • Providing care and support to people living with HIV/AIDS (PLWHA) <p>4.1.2. Strategies to reduce rapid population growth (5 Periods)</p> <ul style="list-style-type: none"> • Trend of population growth in Ethiopia. • Strategies to counter rapid population growth, e.g. late marriage, educating girls, family planning • The role of youth in promoting population and poverty reduction policies in Ethiopia. 	<ul style="list-style-type: none"> • Students discuss and identify the effect of HIV/AIDS in their local area. • Students discuss WHO statistics on distribution of HIV/AIDS in Ethiopia c.f. other countries. • Case study of Ethiopian woman who raises money for HIV/AIDS victims • Case study of two HIV/AIDS victims. One could have been infected because of risk taking due to peer pressure. The other could be a young person from another country infected by a blood transfusion. Explain that students should not be judge living with HIV/AIDS. • Discuss peer pressure with students with regard to sex, smoking, etc and ask them to suggest strategies for dealing with this. • Students study recent population data and discuss the trend in small groups in class.. Students ask their parents or elders how many children people had on average thirty years ago. • Case study from rural area on family size c.f. an urban family in Addis Ababa who married late. • Discuss concepts of late marriage and female education (affirmative action) and family planning. Relate these to the reduction of poverty. • Debate on whether population control will or will not help to reduce poverty. • Students discuss and identify the roles and responsibilities which they can take to help improve their own futures. • Case study of population strategies in China.

Competencies	Contents	Suggested activities
<ul style="list-style-type: none"> • Differentiate between gender and sex • Identify the features of gender equality • Appreciate the role that youth can play in promoting gender equality. • Report and discuss examples of violence and harassment in their areas • Conform the importance of empowering women and working together to reduce poverty • Identify examples of delinquency. • Describe how to avoid delinquency • Write about delinquency in their own areas. • Explain the purpose and guiding principles of the UN. • Identify of the main organizations within of the UN and their purpose. 	<p>4.2. Human rights and safety (6Periods)</p> <p>4.2.1 Gender (3 Periods)</p> <ul style="list-style-type: none"> • The difference between gender and sex and methods of promoting gender equality. • Working together to reduce poverty • Empowerment of women and the avoidance of domestic violence and harassment • The role of use on gender issues <p>4.2.2 Keeping out of trouble (3 Periods)</p> <ul style="list-style-type: none"> • Delinquency; hooliganism, addiction to substances, losing cultural values, rape • Avoiding delinquency through self awareness, peer pressure resistance, spending time at youth centres, sharing ideas and experiences with their family <p>4.3.1 Programmes for partnership (3 Periods)</p> <ul style="list-style-type: none"> • The purpose and principles of the UN and its satellite organizations 	<ul style="list-style-type: none"> • Discuss well known Ethiopian women and ask students to say if the qualities these women display are present in females and males. Ask students if they think that the country is wasting a valuable resource until as many girls as boys are educated. • Ask students to debate if women are as capable as men. Direct the debate. Ask how they would react, and why, if they got on an Ethiopian Airlines plane and the pilot was a woman. • Case study of a female African airline pilot. • Students discuss how their own behaviour can influence the attitude of others to equality. • Ask students to discuss violence and harassment against women and girls in their area and to say how this should be dealt with. • Students discuss examples of bad behaviour in their area and why they think it happens. What would they do to improve this? • Discuss hooliganism and damage to property. • Ask students if they have been offered drugs or alcohol and what effects they have seen these have on other people. • Discuss strategies for avoiding peer pressure. Explain that if you communicate with your family they will help you. • Discuss respect for women and cultural values, and what is unacceptable. Ask students how they would feel if their sister was raped and how you should treat a woman who has been attacked. • Case study of a young man who was convicted of rape (from the newspapers.) • Ask students what they know about the United Nations. • Explain the purpose and principles of the UN and draw the structure on the board.(General Assembly Secretariat, Security council. International court of Justice, Economic and Social Council). • Case study of a UN intervention. NB much information is available on the website.

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> Recognize the concept of globalisation Identify opportunities and challenges concerning trade, information and culture. 	<p>4.3.2. Globalization (2 Periods)</p> <ul style="list-style-type: none"> The concept of globalisation opportunities and challenges for trade, culture and information 	<ul style="list-style-type: none"> Introduce the word and then ask students what it means to them. Write down categories on the board, e.g. technology, trade, information and culture. Discuss Microsoft as a case study of a multi-national technology company which is helping to make information accessible all over the world. Go on to discuss the impact of the internet, which will be common within five years, and accessible on a mobile phone. Ask students what other global brands they know, e.g. Coca Cola. Case study: An Ethiopian coffee dealer and his global market. How is this affected by world prices, for example, and which other coffee producing countries are the main competition? Culture and communication: what impact do students think that having increased access to information from TV, radio, and the internet will have on society? Do they think that it is important to be open to ideas?

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 requirement level. A student working at the minimum level will be able to: develop life skills which enable him or her to combat HIV/AIDS, emulate the work of people who provide care and support to those living with HIV/AIDS and their families, analyze the trends of population growth in Ethiopia, identify the strategies designed to reduce rapid population growth, promote the importance of population policy and the poverty reduction strategies of Ethiopia, differentiate gender and sex, identify the features of gender equity, appraise the role of youth on gender equity, report on violence and harassment in their area, accept the importance of empowering women and working together to reduce poverty, identify examples of delinquency, describe how to avoid delinquency, report on delinquency in

their area, explain the purpose and guiding principles of the UN, label the main organizations of the UN and explain their main purpose, recognize the concept of globalization, identify the opportunities and challenges for trade, information and culture.

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Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day.