

Federal Democratic Republic of Ethiopia
Ministry of Education

Social Studies Syllabus
Grades 5-8

2009

Table of Contents

Introduction	
Profile of social studies students on completion of Grade 8	
Learning outcomes of Social Studies (5-8)	
Minimum Learning Competency of Social Studies(5-8)	
Flowchart of Social Studies(5-8)	
Tips For Assessment	
Allotment of Periods	
Learning out comes of Grade 5 Social Studies	
Syllabi of Social Studies for Grade 5	
Learning out comes of Grade 6 Social Studies	
Syllabi of Social Studies for Grade 6	
Learning out comes of Grade 7 Social Studies	
Syllabi of Social Studies for Grade 7	
Learning out comes of Grade 8 Social Studies	
Syllabi of Social Studies for Grade 8	

Participants

This curriculum document has been produced by a team of experts from General Education Curriculum Framework Development Department (GECFDD), Ministry of Education and Regional Education Bureaus and of teachers coming from regions. Besides, it is enriched by international consultant. Thus, the participants were:

From GECFDD:

- Abraham Embaye (Group leader)
- Abraham Asfaw
- Mohammed Abubeker (Group leader)
- Zelalem Alagaw

From Department of Information and Communication Technology, MoE

- Grima Hurissa
- Hillina Yefru

From Regions

- Alebachew Worku – Afar
- Aschalew Shewarega – Diredawa
- Assefa Biratu – Benishangul Gumuz Education Bureau
- Gebre G/Medhin – Addis Ababa
- Girum G/Eyesus – Gambella
- Koang Gatihak – Gambella Education Bureau
- Melkamu Fantaw – Afar
- Solomon Wondimu – Addis Ababa Education Bureau
- Tamrat Fitie – Addis Ababa
- Tigist Alemu – Addis Ababa
- Yalew Seyfu – Dire Dawa
- Yilma Eshete – Addis Ababa

International Consultant

- Myra Murby

Introduction

The question of quality in education has become one of the current issues that our government & society focuses on. In this regard, many research & assessment documents (like national learning assessment reports, Joint Review Mission of MOE reports & need assessment reports made for this purpose) force us to review the existing curriculum materials. This is also true for social studies.

The goal of social studies is to provide all students with the knowledge & skills necessary to make informed decisions and develop accepted attitude for the public good. Thus, the curriculum includes a wide array of interdisciplinary experiences that provide a factual foundation and motivate students to become actively involved in their locality, region, country and global communities.

In context of this goal, our social studies curriculum is reviewed to help students meet the following purposes:

- Understand connections of past, present, and future in various aspects of life & the environment
- Reach goals of multicultural & gender balanced education
- Develop an awareness of variety of livelihood and the interdependence of people
- Demonstrate knowledge of skills needed for life long learning & informed decisions making
- Understand the individuals & group roles in family, community, regional, national & the world.
- Appreciate values of societies & civic responsibility in a democratic society.

To attain these purposes and bring better quality in social studies education, the curriculum is made competency based and organized around the main concept of 'living together'. Under the umbrella of this concept the contents are classified in to two themes. The first one is 'people & their natural environment' which includes the people, our home earth, and ecosystem & its challenges. The second one is 'public agenda' in which population related issues, issues of rights & safety and partnership issues are classified. Besides, an attempt is made to make all curriculum materials of social studies to be:

- Better integrated
- Made suitable for active learning
- Meaningful in their contents & challenging in their activities

- Competent of the international standard
- Helpful to lay down foundation for next level of learning.

Moreover, the activity of reviewing social studies curriculum has begun by extracting profile of students contributed by social studies from the second cycle primary school students' profile set in the New Education and Training Policy of Ethiopia.

Finally, it is necessary to remind readers that conditions have been taken into consideration during the production of this document. These are:-

- The availability of textbook writers who are trained on preparing active learning oriented textbook.
- The availability of teaching materials in schools is reasonably sufficient
- Teachers are trained to implement active learning methods
- The class size is manageable for active learning

Profile of Social Studies Students on Completion of Grade Eight

On completion of Grade 8, students are expected to participate actively in different aspects of social life and show this through the development of their cognitive, affective and psychomotor skill levels. Students should show evidence of being able to use the three learning domains.

At the end of the second cycle of primary education students will be able to:

- Understand and have developed positive attitudes towards the natural environment, social interaction and interdependence
 - Know the geographical, historical, political, economic and legal system of their own region Ethiopia and the world.
 - Recognize the social concepts of family, community and the state
 - Know about human social and economic institutions and social change
 - Deal with current issues and are ready to accept change
 - Accept their social responsibilities, participate in social activities, cooperate with others and work collaboratively for mutual benefit
- Respect human dignity, individual rights and freedoms as well as standing for equality, justice, equity and social welfare and wellbeing
 - Accept and respect diversity within unity and promote patriotism
 - Combat different challenges and aspire to work towards a better life
 - Use their reading skills to study and to enjoy books, research information, compile, analyze and evaluate
 - Develop their skill of inquiry and their ability to differentiate facts from ideas
 - Appreciate the usefulness and importance of science and technology and will embrace and manage them for the progress and development of our society
 - Participate actively in the democratization process of our country
 - Have the self confidence to differentiate between virtue and vice based on evidence or logical argument and to resist peer pressure
 - Respect the dignity of work.

**Allotment of Periods
for Units and Sub-units of Social Studies
Grades 5 -8**

Grade	Unit	Sub-unit	Number of Periods	
			Sub-unit	Total
5	Unit 1: The People, Location and Settlement of Ethiopia and the Horn of Africa	1.1 The location and countries of the Horn of Africa	4	23
		1.2 The history of the people and settlement of Ethiopia and the Horn of Africa	11	
		1.3 Unity and modernisation	5	
		1.4 Key factors for the variation in settlement and culture	3	
5	Unit 2: The earth and its surroundings	2.1 Our location	4	10
		2.2 The earth's shape, movement and its effect	4	
		2.3 The effect of seasons on farming and pastoralists	2	
5	Unit 3: Our Environment: Major types and importance of natural vegetation and wild animals	3.1 Main types of natural vegetation	4	19
		3.2 Importance of natural vegetation and wild animals	4	
		3.3 The effect of rapid population growth on natural vegetation and wild animals	4	
		3.4 Conservation of natural vegetation and wild animals	7	
5	Unit 4: Public Agenda	4.1 Population issues	4	16
		4.2 Impact of rapid population growth	4	
		4.3 Good governance, child right and safety		
		4.3.1 Good governance	2	
		4.3.2 Child rights	3	
6	Unit 1: Location, Settlement and People of East Africa	1.1 Location	3	19
		1.2 The people of East Africa	4	
		1.3 The protection and preservation of heritage sites and problems encountered at heritage sites.	2	
		1.4 Settlement and livelihood in East Africa	6	
		1.5. Factors for the variation of settlement and livelihood	4	
6	Unit 2: Earth, our home	2.1 The surface of the earth	4	19
		2.2 Major landforms of East Africa	4	
		2.3 Water resources in East Africa	2	
		2.4 Water and its economic use in East Africa	2	

Grade	Unit	Sub-unit	Number of Periods			
			Sub-unit	Total		
		2.5 The atmosphere	2			
		2.6 Conventional signs and symbols	5			
	Unit 3: Our Environment	3.1 Natural vegetation and wild animals in East Africa	2	14		
		3.1.1 Factors that affect distribution of natural vegetation and wild animals in East Africa	2			
		3.2 Human interference and disturbance to our environment	4			
		3.3 Methods of conserving water and soil	4			
		3.4 National parks and their importance in Ethiopia and East Africa	2			
	Unit 4: Public Agenda	4.1 Population related issues	3	16		
		4.1.1 Rapid population growth	3			
		4.2 Children's rights and their safety	3			
4.2.1 Escaping strategies		2				
		4.2.2 Accident prone practices and safety measures	2			
		4.3 Partnership issues	3			
7	Unit 1: Living in Africa	1.1 The size shape, and location of Africa	2	23		
		1.2 Latitude and longitude	3			
		1.3 Super language families and their distribution	2			
		1.4 Ancient civilization in Africa (Egypt and Carthage)	2			
		1.5 Pre-colonial states, eg. Zimbabwe, Mali, Funj i	3			
		1.6 Long distance trade as a factor connecting people in Ethiopia	3			
		1.7 Population				
		1.7.1 Population distribution and settlement	3			
		1.7.2 Livelihood in Africa	3			
		1.7.3 Factors affecting the distribution, settlement and livelihood	2			
		Unit 2: Structure of the earth	2.1 Finding and using information form a map		6	12
			2.2. Layers of the earth		4	
			2.3 Types and formation of rocks		2	
Unit 3: The Eco-system and its challenge	3.1 Natural resources	6	16			
	3.1.1 Natural vegetation and wild animals	4				
	3.1.2 Water, soil and air					
	3.1.3 Intervention measures to conserve natural resources	6				

Social Studies Syllabuses : Grades 5-8

Grade	Unit	Sub-unit	Number of Periods	
			Sub-unit	Total
	Unit 4: Public Agenda	4.1 Population related issues 4.1.1 Prevalence and impact of HIV/AIDS in Africa 4.1.2 Consequence of rapid population growth 4.2 Issues of rights and safety 4.2.1 Fighting child rights violations 4.2.2 Examples of the lack of good governance in Africa 4.3 Programmes for partnership	3 4 3 3 4	17
8	Unit 1: The world we live in	1.1 The continents (Relative location and size of the continents) 1.2 The people of the world 1.3 Population distribution and livelihood 1.3.1 Sparsely populated areas e.g. hot and cold deserts compared with major population centres in India, China, and Africa 1.3.2 Causes of the variation of population distribution 1.3.3 Livelihood in different parts of the world 1.4 Industrial revolution and its effects	3 7 3 3 2 7	25
	Unit 2: Forces that change the surface	2.1 External forces and its effect on human life 2.2. Internal forces and its effect on human life 2.3 Measuring distance and area on map	4 5 6	15
	Unit 3: Human intervention in the ecosystem	3.1 Human interaction with natural resources (natural vegetation, water, air and soil) 3.2 Causes and effect of global warming	4 4	8
	Unit 4: Public Agenda	4.1 Population related issues 4.1.1 The role of youth in combating HIV/AIDS 4.1.2 Strategies to reduce rapid population growth 4.2. Human rights and safety 4.2.1 Gender 4.2.2 keeping out of trouble 4.3 Programmes for partnership 4.4 Globalization	4 5 3 3 3 2	20

Learning outcomes for Social Studies Grades 5-8

At the end of Grade 5 – 8 Social Studies, students will be able to:

- Understand the shape, size and structure of the earth and appreciate the factors relevant to the settlement of human beings in different landforms.
- Understand the use of maps, the functioning of the globe, and be able to indicate the location of key resources and sites of historical importance to humans
- Understand human activities as they are influenced by movements of the earth
- Understand the factors involved and causes of rapid population growth and the importance of family planning
- Know and understand some of the similarities and differences between their country, the continents and the world through the study of peoples, governance, history and land features
- Understand the relation, interconnection and interdependence between people and their natural environment
- Understand the world’s major natural resource types, distribution, their use and conservation and the interrelationship of natural resource with rapid population growth and with different beliefs and cultures
- Understand the general concept of evolution, ancient human settlement and the basic cultural and historical heritages that were developed by our ancestors
- Understand the major features of modern history, key historical events and the impacts of environmental change that occurred in the world in the past
- Show awareness of the current issues of their own country
- Know about important public issues related to reproductive health, issues of rights and conservation and decide to take part in one or all issues
- Develop life skills in the context of tolerance, respecting others’ views and beliefs to live in harmony with society
- Use scientific enquiry skills to solve problems
- Develops study skills to research information from various sources and an ability to analyze and synthesize information towards arriving at sound conclusions
- Respects, develop an interest in, and participate in productive work.
- Apply skills obtained from their use of science and technology to improve human life
- Develop a sense of being patriotic
- Understand the major functions of important social and economic institutions and accept their importance and necessity in developing a stable society.

Tips on Assessment

Assessment in education is necessary primarily to improve students' learning performance. To realize this purpose, the best way is to implement continuous assessment. It is necessary to use multiple assessment tools such as check lists and group and individual project work using a variety of techniques. These can be written and oral reports, quizzes, tests and exams, etc.

The assessment should take account of various levels of difficulty to provide support for students of all abilities. The elements of the assessment should reflect the learning competencies stated in the syllabus. Effort should also be made to provide special support for students with special needs.

Student achievements should be constantly compared with the minimum standards expressed in the document of minimum learning competencies (MLC). This minimum standard is set to make clear the lower acceptable level of learning achievement of the respective grade. Thus, it is expected to be mastered or performed by every student. Learners whose results are below the standards set should be monitored until they can meet the requirements. Those learners who can meet minimum standards should be helped to aspire to reach the maximum level. In addition, exceptional students who reach very high standards should be given extra attention so that they can maximize their results.