

# **Geography Syllabus Grades 11 and 12**

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## **Introduction**

Students at second cycle secondary education have already decided the broad stream-natural science/social science – in which their future area of study to be.

The purpose of second cycle secondary education are enabling learners choose subjects/areas of training to be attended in higher education within the framework of their respective preparatory stream, and preparing students for the world of work. Within these context students of social science stream at preparatory (11 and 12) level are expected to study one of the specialized fields of social sciences, language, business and management and law faculties.

Geography, as one of the offered subjects in social science stream of preparatory education, aims at providing learners with necessary foundations of knowledge, attitudes, and skills to manage future higher education academic carrier and world of work. This is possible by:-

- elaborating spatial relationships and peoples interaction with their natural and social environment through deeper understanding of such relationship;
- understanding of population resource balance in relation to sustainable development and poverty reduction;
- facilitating conditions to create citizens who have the attitude of informed appreciation and the understanding of the world as man's habitat within the context of global interdependence;
- fostering certain skills like map reading and interpretation, observation, gathering and recording data, and analysing data, and problem solving.

The provision of quality education has become the first line issue at present time of Ethiopia. Assessment and other feedback reports

demand the improvement of curriculum materials. Besides, the curriculum revision made at lower education levels subsequently demanded revision of curriculum at this level.

In addressing these issues the current grades 11 and 12 geography curriculum is founded on outcome based learning which is defined in the new curriculum framework and in line to the international standards. Thus, the present curriculum is organized in such a way that it is suitable to realize active learning methods and equate learner's performance with the specified competencies.

To enable users of this curriculum document understand it fully, it is made to contain:

- Profile of geography student at the end of grade 12 which reflects the contribution of attending geography lesson in bringing the desired general profile of learners at the end of second cycle secondary education.
- Minimum learning competencies for geography education of grades 11 and 12.
- Content flow chart of the cycle.
- Grade level learning outcomes of each grades (11 and 12) and
- Respective syllabuses.

The competencies and content flow charts are organized around four themes – the science of geography and research, map interpretation & map work, physical features of Africa and Ethiopia, and population-socio-economic interface of Africa and Ethiopia. Using these themes, the syllabuses of each of grades (11 and 12) have been arranged in four units.

Thirty four weeks are allotted in a year to cover the lesson of each grade with four periods per week.

Profile of Geography students at the end of Preparatory Secondary School Grade (11 and 12)

Students:

- Can be capable to continue their education for further academic carrier in different human and business economics sciences using their geographical knowledge.
- Can conduct simple geographical research that demands data collection, organization, analysis, and evaluation.
- Can be active participants in collective works.
- Respect democratic values, rules and regulations.
- Become ready to participate in various citizenship activities by recognizing and appreciating:-
  - Cultural aspects (including languages and religions) and livelihood of various places.
  - Peaceful world co-existence in respect to territory and resources.
  - Sovereignty of states of the world.
- Become knowledgeable in the relationship of production-distribution-consumption.
- Are ready to find solution for problems using enquiry skills.

## **Second Cycle Secondary Education (11 and 12) Learning Outcomes in Geography**

After completing Geography Education of Grades 11 and 12

Students will be able to:

- Show an appreciation for the importance of geography as a field of study by examining the various definition and scope of Geography and its relationship with other disciplines.
- Practice basic research methodologies of Geography to examine problems by employing the methods step by step.
- Use methods and procedures of reading and constructing various types of maps such as contour maps, maps representing settlement and human activities, distribution maps and topographic maps.
- Realize the impact of natural and human-made influences on sustainable development both in Ethiopia and Africa.
- Identify major economic activities of Ethiopia and Africa and be able to examine natural as well as human-made factors that affect their development.
- Aware the roles and responsibilities of international organizations in planning developmental programmes both for Ethiopia and Africa.
- Develop and use basic geographic knowledge and skills that are prerequisite for further education.
- Understand the many challenges and prospects Ethiopian and Africans face in the effort of socio economic development.
- Identify how and why conflicts are triggered around resources in Africa and assess ways of conflict resolution.

# **Geography - Syllabus - Grade 12**

## **Learning outcomes of Grade 12**

### **1. To develop understanding and acquire knowledge of:**

- Research
- How to read topographic map and the difference between qualitative and quantitative distribution maps.
- Map projection and sketch map.
- Location, size, and shape of the Horn of Africa and Ethiopia.
- Geological structure and landform of the horn of Africa and Ethiopia.
- Drainage pattern and lakes of Ethiopia.
- Climate, climatic regions, natural vegetation, wild animals and soils of the Horn of Africa with particular emphasis to Ethiopia.
- Theories, growth, structure, distribution and settlement of population in Ethiopia.
- Impacts of rapid population growth on natural environment, socio - economic development and urbanization in Ethiopia.
- Economic growth and major feature of Ethiopian economy.
- Socio-economic development.
- Demonstrate conical, cylindrical and zenital map projections.

### **2. To develop skills and abilities of:**

- Conducting action research.
- Constructing statistical diagrams to represent data on distribution maps.

### **3. To develop the habits and attitudes of:**

- Appreciating the significance of research in tackling social problems and reflecting the distinctive nature of geographic research.
- Showing interest for the implementation of water resource conservation and management policy of Ethiopia.
- Conforming to participate in conservation programs.
- Adhere to the realization of the Ethiopian population policy.
- Generalizing the present features of Ethiopian socio-economic development.
- Appreciating the economic relations of Ethiopia with its neighboring countries
- Showing interest for the realization of Plan for Accelerated Sustained Development to End Poverty (PASDEP).

**Unit One: Basic Research Methodologies in Geography (22 periods)**

**Unit Out comes:** The students will be able to:

- Acquire basic research skills to enable them conduct action research.
- Understand the significance research and its nature in geography.
- Know different approaches used in geographic research.

<i>Competencies</i>	<i>Main Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Explain the concept of research.</li> <li>• Show appreciation to the significance of research in tackling social problems.</li> <li>• Use different geographic research approaches in action research.</li> <li>• Reflect the distinct nature of geographic research from other disciplines.</li> <li>• Use basic elements of research in their action research.</li> <li>• Conduct action research on selected problems.</li> </ul>	<p><b>1. Basic research methodologies in Geography.</b></p> <p><b>1.1. Definition</b></p> <p><b>1.2 The significance of research (2 periods)</b></p> <p><b>1.3 Approaches of research (qualitative and quantitative) (4 periods)</b></p> <p><b>1.4 The nature of geographic research (4 periods)</b></p> <p><b>1.5 Basic research methodology in Geography (2 periods)</b></p> <ul style="list-style-type: none"> <li>• Basic elements of research</li> </ul> <p><b>1.6 Conducting action research (10 periods)</b></p>	<ul style="list-style-type: none"> <li>• Ask students what they know about research and assist them to arrive at correct definition and finally organize them in small groups to discuss on what makes research significance and how its significance is realized.</li> <li>• Arrange peer discussion focusing on the difference between qualitative and quantitative research (emphasize on how data are collected, analyzed and interpreted). Then help them to arrive at correct conclusion. At the same time provide a short explanation on the distinctive nature of geographic research.</li> <li>• Give a brief explanation about basic research methodology and let them know basic research methodologies and elements of research.</li> <li>• Prepare students to perform action research. Be sure that the students have their own research in which every activity has to be recorded. The activities may start by:             <ul style="list-style-type: none"> <li>– Selecting problems to be studied (3 problems might be presented from which one is selected). Then formulate hypothesis and guide students step by step to perform research.</li> </ul> </li> </ul>

## **Assessment**

- Students' performance has to be assessed continuously over the whole unit. The assessment will be made by comparing students' performance with the specified level of competencies. Besides, the teacher has to recognize the level of performance of each student and provide assistance accordingly, Thus:
- A student at a minimum requirement level will be able to explain the concept of research, show appreciation to the significance of research in tackling social problems, use different geographic research approaches in action research; reflect the distinct nature of geographic research from other disciplines; use basic elements of research in their action research and conduct action research on selected problems.
- In addition, a student working above the minimum requirement level and considered as higher achiever should be able to: discuss the findings of various research works, explain how problems of a research are identified, justify why various methods are implemented to conduct a research, evaluate the strength and weakness of research works of their classmates.
- Students working below a minimum requirement level will require extra help if they are to catch up with the rest of the class.
- Students reaching at the minimum requirement level but achieved a little bit higher should be supported so that attain the higher achiever competencies. Students who fulfill the higher achiever competencies also need in special support to contribute and achieve more.

**Unit Two: Map Use and Map Work (34 periods)**

**Unit Out comes:** The students will be able to:

- Recognize, meaning, uses, conventional signs and symbols and distribution of topographic maps.
- Distinguish the properties of globe and map.
- Analyze the meaning, significance, properties and classification of map projection.
- Acquire basic skills to draw sketch in maps.

<i>Competencies</i>	<i>Main Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Define topographic map.</li> <li>• Identify the uses of topographic map.</li> <li>• Interpret conventional signs and symbols on topographic map.</li> <li>• Realize the difference between qualitative and quantitative distribution maps.</li> <li>• Translate different data into distribution map using various diagrammatic methods.</li> <li>• Compare and contrast the properties of globe and map.</li> <li>• Define map projection.</li> <li>• Discuss the significance of map projection.</li> <li>• Identify properties of map projection.</li> <li>• Demonstrate cylindrical, conical and zenithal map projection</li> </ul>	<p><b>2. Map use and Map work</b></p> <p><b>2.1 The study of topographic maps</b> (10 periods)</p> <ul style="list-style-type: none"> <li>• Meaning and use of topographic maps.</li> <li>• Conventional signs and symbol on topographic map.</li> <li>• The study of distribution maps</li> </ul> <p><b>2.1. Globe and map</b> (2 periods)</p> <p><b>2.3. Map Projection</b> (12 periods)</p> <ul style="list-style-type: none"> <li>• Meaning &amp; significance of map projection</li> <li>• Properties of map projection</li> <li>• Geometrical map projection</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students with toposheets of different areas and let them identify both human made and natural features in groups and so that they can list and categorize the features depicted on the maps. In addition students could be assisted to explain the concept and uses of topographic maps.</li> <li>• Assist students to compare and contrast the properties of globe and map. This activity might be completed through group work.</li> <li>• Give maps that are produced by different projections such as cylindrical, conical and zenithal, and let students explain the use of each projection and discuss their properties. At the end ask students which projection best suits to the different parts of the world.</li> </ul>

Competencies	Main Contents	Suggested activities
<ul style="list-style-type: none"> <li>• Define what sketch map is ...</li> <li>• Explain the purpose of drawing sketch map.</li> <li>• Discuss the guidelines for making good sketch maps.</li> <li>• Draw a sketch map of a given area.</li> </ul>	<p>–Cylindrical – Conical – Zenithal</p> <p><b>2.4 Drawing sketch map</b> (10 periods)</p> <ul style="list-style-type: none"> <li>• The meaning of sketch map</li> <li>• Some guidelines for making good sketch maps</li> <li>• Producing sketch map</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students what they know about sketch maps and what makes them different from conventional maps and then assist them to know the procedures included in making sketch maps. Ask them to justify why and when it is important. In addition give them group works to produce sketch maps of their localities/schools.</li> </ul>

**Assessment**

- Students’ performance has to be assessed continuously over the whole unit. The assessment will be made by comparing students’ performance with the specified level of competencies. Besides, the teacher has to recognize the level of performance of each student and provide assistance accordingly, Thus:
- A student at a minimum requirement level will be able to define topographic map; identify the uses of topographic map; realize the difference between qualitative and quantitative distribution maps; translate different data into distribution map using various diagrammatic methods; compare and contrast the properties of globe and map; define map projection; discuss the significance of map projection; identify properties of map projection; define what sketch map is, explain the purpose of drawing sketch map; discuss the guidelines for making good sketch maps and draw a sketch map of a given area.
- In addition, a student working above the minimum requirement level and considered as higher achiever should be able to: compare and contrast the definition of topographic map with other definition of map, justify why and when they use qualitative and quantitative distribution map, explain the appropriate map projection for different part of the earth, discuss why and how map projections differ in shape and content, compare and contrast sketch map with conventional map.
- Students working below a minimum requirement level will require extra help if they are to catch up with the rest of the class.
- Students reaching at the minimum requirement level but achieved a little bit higher should be supported so that attain the higher achiever competencies students who fulfill the higher achiever competencies also need in special support to contribute and achieve more.

**Unit Three: Physical Geography of Ethiopia and the Horn (48 periods)**

**Unit Out comes:** The students will be able to:

- Describe the location, size and countries of the Horn of Africa.
- Recognize geological history structure and relief of the Horn of Africa.
- Discuss drainage, systems of Ethiopia and the Horn characteristics and their significant.
- Appreciate water resource conservation and management policy.
- Identify factors influencing the spatial and seasonal distribution of elements of climate in Ethiopia.
- Realize natural vegetation and wild animals of Ethiopia.
- Describe soil types problems and conservation in Ethiopia.

<i>Competencies</i>	<i>Main Contents</i>	<i>Suggested Activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Indicate the location of Horn of Africa.</li> <li>• Compare the size of countries of the horn.</li> <li>• Demonstrate the relative and absolute location as well as the shape of Ethiopia.</li> <li>• Explain geological structure and major events of the Horn of Africa.</li> <li>• Describe major land forms of Ethiopia and the Horn.</li> </ul>	<p><b>3. Physical Geography of Ethiopia and the horn.</b></p> <p><b>3.1. Location, size and countries of the Horn of Africa. (2 periods)</b></p> <p><b>3.2. Location, size and shape of Ethiopia (1 period)</b></p> <p><b>3.3. Geological structure and relief of the Horn of Africa.</b></p> <p><b>3.3.1. Geological history and major events of the horn of Africa (8 periods)</b></p> <p><b>3.3.2. Land forms of Ethiopia and the Horn (8 periods)</b></p> <p><b>3.3.3. Drainage systems and water resource of Ethiopia (11 periods)</b></p>	<ul style="list-style-type: none"> <li>• Provide students with a map of Africa, so that they can identify the countries of the Horn.</li> <li>• Give them a table consisting the sizes of each country of the Horn, so that they can justify the advantages of having large sizes.</li> <li>• Ask students to distinguish the shape of Ethiopia, at the same time they can identify different types of shape and explain the significance of having a compact shape like that of Ethiopia.</li> <li>• Ask students what they know about the concept of geology and remind the geological structure of Africa.</li> <li>• Provide them with the relief map of the Horn of Africa, so that they can describe how major land forms are formed and located in the places where they are.</li> <li>• Give them a summary of the major geological events that took place in Ethiopia according to their chronological orders.</li> <li>• By using the drainage map of Ethiopia students would justify why and how Ethiopian rivers possessed the existing patterns and general characteristics. They are also asked to indicate the lakes and describe their major characteristics. In addition, they gather information on the contribution of Ethiopian rivers and lakes.</li> <li>• Provide the policy of water resource conservation and management and let them discuss how to implement it in their community and what should be their contribution in the implementation process.</li> </ul>

Competencies	Main Contents	Suggested Activities
<ul style="list-style-type: none"> <li>• Discuss the general characteristics of Ethiopian rivers and drainage patterns.</li> <li>• Classify the Ethiopian lakes as highland and rivet valley.</li> <li>• Show appreciation for the significance of rivers and lakes of Ethiopia.</li> <li>• Show interest for the implementation of water resource conservation and management policy.</li>   <li>• Discuss the factors influencing the spatial distribution of the elements of climate in Ethiopia and the horn</li>   <li>• Describe the spatial and temporal variation of temperature in Ethiopia and the Horn</li>   <li>• Explain the spatial &amp; temporal variation of rainfall in Ethiopia and the Horn.</li>   <li>• Compare the rainfall regions in Ethiopia.</li> </ul>	<ul style="list-style-type: none"> <li>• General characteristic of Ethiopian rivers</li> <li>• Drainage pattern</li> <li>• Lakes</li> <li>• Significance of rivers and lakes of Ethiopia</li> <li>• Water resource conservation and management policy in Ethiopia</li>   <li><b>3.4. Climate of Ethiopia and the Horn</b> <i>(10 periods)</i></li> <li><b>3.4.1</b> Factors influencing the spatial distribution of the elements of climate in Ethiopia and the horn</li> <li><b>3.4.2</b> Spatial and temporal variation of temperature in Ethiopia and the Horn</li>   <li><b>3.4.3 Spatial and temporal variation of rainfall in Ethiopia &amp; the Horn</b></li> <li><b>3.4.4 Rainfall regions in</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to remind the concept of weather and climate and then let them list the major elements of weather and climate.</li> <li>• Provide the climate map of Africa and students discuss how varied factors influencing the spatial and temporal distribution of temperature and rainfall in Ethiopia and the Horn.</li> <li>• Finally provide the map that shows the rainfall regimes of Ethiopia and arrange the class in different groups to closely examine the rainfall regimes of Ethiopia.</li> </ul>

<i>Competencies</i>	<i>Main Contents</i>	<i>Suggested Activities</i>
<ul style="list-style-type: none"> <li>• Relate types of natural vegetations to climatic regions.</li> <li>• Identify wild animals of Ethiopia.</li> <li>• Discuss human intervention on forest land.</li> <li>• Show interest to participate in the conservation of natural vegetation and wild animals.</li>   <li>• Distinguish major soil types in Ethiopia.</li> <li>• Realize soils problems and its conservation in Ethiopia.</li> </ul>	<p style="text-align: center;"><b>Ethiopia and the Horn</b></p> <p><b>3.5 Natural vegetation and wild animals of Ethiopia (8 periods )</b></p> <ul style="list-style-type: none"> <li>• Types of natural vegetation</li> <li>• Wild animals of Ethiopia</li> <li>• Human intervention on forest</li> </ul> <p><b>3.6 Soils of Ethiopia (8 periods )</b></p> <ul style="list-style-type: none"> <li>• Types of soils</li> <li>• Soils problem and conservation in Ethiopia</li> </ul>	<ul style="list-style-type: none"> <li>• Invite students to infer the types of natural vegetation found in different parts of the country and let them associate the wild animals with their respective habitat. At the end, give them maps that show natural vegetation and wild animals distribution. Then ask them to cross check whether they were right or wrong. In addition, let students discuss the magnitude of human intervention on forest land and wild animals. At the same time they can discuss the methods of conserving these key resources.</li>   <li>• Ask students to describe what soil is and how it is formed. Provide the soil map of Ethiopia and arrange group discussion on the major soil types of Ethiopia. Let them identify soil problems in Ethiopia and methods of conserving these key resources.</li> </ul>

## Assessment

- Students' performance has to be assessed continuously over the whole unit. The assessment will be made by comparing students' performance with the specified level of competencies. Besides, the teacher has to recognize the level of performance of each student and provide assistance accordingly, Thus
  - A student at a minimum requirement level will be able to indicate the location of Horn of Africa; compare the size of countries of the Horn; demonstrate the relative and absolute location as well as the shape of Ethiopia; explain geological structure and major events of the Horn of Africa; describe major landforms of Ethiopia and the Horn; discuss the general characteristics of Ethiopian rivers and drainage patterns; classify the Ethiopian lakes as high land and rift valley; show appreciation for the significance of rivers and lakes of Ethiopia; show interest for the implementation of water resource conservation and management policy; discuss the factors influencing the spatial distribution of the elements of climate in Ethiopia; describe the spatial and temporal variation of temperature in Ethiopia; explain the spatial and temporal variation of rainfall in Ethiopia; compare the rainfall regions in Ethiopia; relate types of natural vegetation to climatic regions; discuss human intervention on forest land; show interest to
- Participate in the conservation of natural vegetation and wild animals; identify wild animals of Ethiopia; distinguish major soil types in Ethiopia and realize soils problems and its conservation in Ethiopia.
- In addition, a student working above the minimum requirement level and considered as higher achiever should be able to:- discuss the opportunities and the challenges Ethiopia faced due to its location in the Horn of Africa, explain how land forms affect the drainage patterns and climate of Ethiopia, describe the impact of Ethiopian rivers and lakes on the livelihood and culture of the people, analyze the purpose of each elements incorporated in the water resource conservation and management policy of Ethiopia, justify why wild animals fiercely attack human being in varied places, compare and contrast the strength and weakness of each soil conservation methods.
  - Students working below a minimum requirement level will require extra help if they are to catch up with the rest of the class.
  - Students reaching at the minimum requirement level but achieved a little bit higher should be supported so that attain the higher achiever competencies. Students who fulfill the higher achiever competencies also need in special support to contribute and achieve more.

**Unit Four: Population of Ethiopia and the Horn (22 periods)**

**Unit Out comes:** The students will be able to:

- Discuss population theories, trends, growth, structure, spatial distribution and factors affecting population distribution in Ethiopia.
- Explain settlement patterns, determinants of population changes, impacts of rapid population growth and urbanization in Ethiopia.

<i>Competencies</i>	<i>Main Contents</i>	<i>Suggested Activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Analyze population theories of Malthusian and Anti-Malthusian.</li> <li>• Explain trends of population growth and structure in Ethiopia.</li> <li>• Discuss the spatial distribution of population in Ethiopia.</li> <li>• State factors affecting population distribution in Ethiopia.</li> <li>• Realize settlement patterns of Ethiopian population.</li> <li>• Compare fertility and mortality rate from a given data.</li> <li>• Analyze impacts of rapid population growth on natural environment and socio-economic</li> </ul>	<p><b>4. Population of Ethiopia and the Horn</b></p> <p><b>4.1. Population theories</b></p> <ul style="list-style-type: none"> <li>• Malthusian</li> <li>• Anti-Malthusian</li> </ul> <p><i>(4 periods)</i></p> <p><b>4.2 Trends of population growth and structure</b></p> <p><i>(2 periods)</i></p> <p><b>4.3 The spatial distribution of population</b></p> <p><i>(2 periods)</i></p> <p><b>4.4 Factors affecting population distribution</b></p> <p><i>( 2 periods)</i></p> <p><b>4.5 Settlement patterns of Ethiopian population</b></p> <p><i>(4 periods)</i></p> <p><b>4.6 Determinants of population change</b></p> <p><i>(2 periods)</i></p>	<ul style="list-style-type: none"> <li>• Provide students Malthusian and anti-Malthusian population theories and let them debate whether Malthus was right or wrong.</li> <li>• Assign students a group discussion on the trends and structure of Ethiopian population. In addition they can discuss fertility and mortality patterns as determinants of population change and impacts of rapid population growth.</li> <li>• Provide population map of Ethiopia and assist them to identify the densely and sparsely populated areas of Ethiopia and let them relate to the factors affecting the spatial distribution of population in the Ethiopian context.</li> <li>• Ask students what they know about the concept settlement and arrange a group discussion to reason out why the settlement patterns differ from region to region.</li> <li>• Ask students to mention the major variables of population change, and make them discuss and compare to show how these variables act as population dynamics. Give them data showing fertility and mortality rates of a given place and assist them to interpret the data given.</li> </ul>

<i>Competencies</i>	<i>Main Contents</i>	<i>Suggested Activities</i>
<p>development of Ethiopia.</p> <ul style="list-style-type: none"> <li>• Adhere to the realization of population policy of Ethiopia.</li> <li>• Compare rate of urbanization in Ethiopia in regional level.</li> </ul>	<p><b>4.7 Impacts of rapid population growth</b> <i>(3 periods)</i></p> <p><b>4.8 Population policy of Ethiopia</b> <i>(1 period)</i></p> <p><b>4.9 urbanization in Ethiopia</b> <i>(2 periods)</i></p>	<ul style="list-style-type: none"> <li>• Take two places in Ethiopia, one with dense population and the other with sparse population. Then ask students to justify the place where land degradation is very serious and relate this to more developed areas having high population pressure with less environmental degradation.</li> <li>• The teacher is expected to facilitate class discussion and give a brief summary on the topic. Give a brief description on the population policy of Ethiopia and ask them to express their role in the realization of the policy.</li> <li>• Ask students to explain the concept of urbanization and assign them to prepare a short essay on the origin and development of urbanization Ethiopia and present it to the class. They can discuss on the rate of urbanization and its regional variation in Ethiopia.</li> </ul>

## **Assessment**

- Students' performance has to be assessed continuously over the whole unit. The assessment will be made by comparing students' performance with the specified level of competencies. Besides, the teacher has to recognize the level of performance of each student and provide assistance accordingly, Thus
- A student at a minimum requirement level will be able to analyze Malthusian and anti-Malthusian population theories; explain trends of population of growth and structure in Ethiopia and compare fertility and mortality rate from given data; discuss the spatial distribution of population in Ethiopia and state factors affecting population distribution in Ethiopia. Realize settlement patterns of Ethiopian population and analyze impacts of rapid population growth on natural environment and socio-economic development of Ethiopia. Adhere to the realization of population policy of Ethiopia and compare rate of urbanization in Ethiopia in regional level.
- In addition, a student working above the minimum requirement level and considered as higher achiever should be able to: evaluate why countries select Malthusian or anti-Malthusian population theories, compare and contrast population pyramids of different levels of development, compute population growth rates, and justify Ethiopia's rate of urbanization and development.
- Students working below a minimum requirement level will require extra help if they are to catch up with the rest of the class.
- Students reaching at the minimum requirement level but achieved a little bit higher should be supported so that attain the higher achiever competencies students who fulfill the higher achiever competencies also need in special support to contribute and achieve more.

**Unit Five: Economic Growth and Development Trend in Ethiopia (10 periods)**

**Unit Out comes:** The students will be able to:

- Realize economic growth, development trend, major features and present socio-economic development and its indicators.
- Analyze the challenges and prospects of socio-economic development for Ethiopia.
- Appreciate the economic relation with its neighboring countries and other continents.
- Recognize plan for accelerated and sustainable development to end poverty (PASDEP) as guiding document for development of Ethiopia.

<i>Competencies</i>	<i>Main Contents</i>	<i>Suggested Activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Discuss economic growth and development trend in Ethiopia.</li> <li>• Characterize major features of Ethiopia economy.</li> <li>• Reflect links among different economic sectors of Ethiopia.</li> <li>• Generalize the present features of Ethiopian socio-economic development.</li> <li>• Analyze indicators of development in Ethiopia context.</li> <li>• Predict the challenges and prospects of socio-economic development for Ethiopia.</li> </ul>	<p><b>5. Economic growth and development trend in Ethiopia (2 periods)</b></p> <p><b>5.1. Major features of Ethiopian economy (1 period)</b></p> <p><b>5.3 present features of Ethiopian socio-economic development (2 periods)</b></p> <ul style="list-style-type: none"> <li>• Indicators of development</li> </ul> <p><b>5.4 Challenges and prospects of socio-economic development for Ethiopia (2 periods)</b></p> <p><b>5.5 Economic relation (1period)</b></p> <ul style="list-style-type: none"> <li>• With neighboring countries</li> <li>• With other continents</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students the difference between economic growth and economic development. Then organize the class in group to discuss the trend of Ethiopian economy. In addition, let each group present the major features of Ethiopian economy and explain how the economic sectors are linked. At the end, encourage them to discuss what the present features of Ethiopian socio-economic development looks like. They are also expected to show indicators of development in Ethiopian context. Finally give a brief summary of all points raised in the discussion.</li> <li>• Invite students to predict challenges and prospects of socio-economic development of Ethiopia and let them reason out for their prediction. The discussion should be backed in pros and cons and arrive at concrete conclusions</li> </ul>

<i>Competencies</i>	<i>Main Contents</i>	<i>Suggested Activities</i>
<ul style="list-style-type: none"> <li>Show appreciation for economic relations of Ethiopia with its neighboring countries and other continents.</li> <li>Show interest for the realization of PASDEP</li> </ul>	<p><b>5.6 PASDEP (2 periods)</b> (Plan for Accelerated and Sustained Development to End Poverty)</p>	<ul style="list-style-type: none"> <li>Give an assignment for students to work on Ethiopian economic relations with its neighboring countries and other continents. They also identify the advantages of having economic relations.</li> <li>Provide a brief information on the objectives and the need of the plan for accelerated and sustained development to end poverty (PASDEP)</li> </ul>

**Assessment**

- Students’ performance has to be assessed continuously over the whole unit. The assessment will be made by comparing students’ performance with the specified level of competencies. Besides, the teacher has to recognize the level of performance of each student and provide assistance accordingly, Thus
- A student at a minimum requirement level will be able to discuss economic growth and development trend in Ethiopia; characterize major features of Ethiopian economy; reflect links among different economic sectors of Ethiopia; generalize the present features of Ethiopian socio-economic development; analyze indicators of development in Ethiopian context; predict the challenges and prospects of socio-economic development for Ethiopia; show appreciation for economic relations of Ethiopia with its neighboring countries and other continents and show interest for the realization of PASDEP.
- In addition, a student working above the minimum requirement level and considered as higher achiever should be able to:- evaluate major features of Ethiopian economy, select two economic sectors and show their fundamental linkages, evaluate the present features of Ethiopian socio-economic development, state indicators of development in the Ethiopian context, and justify how economic relations could help sustainable development.  
Students working below a minimum requirement level will require extra help if they are to catch up with the rest of the class.  
Students reaching at the minimum requirement level but achieved a little bit higher should be supported so that attain the higher achiever competencies students who fulfill the higher achiever competencies also need in special support to contribute and achieve more.