

Geography Syllabus Grades 11 and 12

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Table of Contents

Introduction
Profile of Geography students at the end of second cycle secondary education (Grades 11 and 12).....
Minimum Learning Competencies for Geography secondary second cycle (Grades 11 and 12).....
Content Flowchart of Geography second cycle (Grades 11 and 12) education
Second cycle education (11 and 12) learning
Grade level learning outcomes for grade 11 Geography
Syllabus of Geography for Grade 11
Grade level learning outcomes for grade 12 Geography.....
Syllabus of Geography for Grade 12

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
for
Grade 11

Grade level learning outcomes of Geography for Grade 11

1. To develop understanding and acquire knowledge of:

- The meaning and scope of geography
- The concept of determinism and possibilism in geography and environmental problems and the role of geography in bridging various fields of study.
- Regional division, geological history, major relief structure, climate, climatic regions, rivers and water bodies, and natural vegetation and wild animals of Africa.
- Types of contour lines, representing various landforms using contour lines and inter visibility over landforms.
- Catchment areas, drainage patterns, stages of river valley development and river capture.
- Representing settlement patterns on maps, shape and types of settlements on maps and factors influencing the siting of settlements.
- Transport net work, representation, factors affecting development of transport network and shortest length of route for various land transport meanses on rugged landforms.
- Relative and absolute location, size and shape of Africa.
- Size, growth and distribution of population in Africa and thereby characteristics of population and migration of population in Africa including its urbanization.
- Socio-economic development of Africa.
- Major resources and utilization of Africa and conflict management around utilization of resources in the continent.

2. To develop skills and abilities of:

- Drawing contour lines and constructing relief cross-section from contour maps.
- Designing patterns of land transport routes on a given contour maps.
- Demonstrate the relative and absolute location of Africa using world map.

3. To develop the habits and attitudes of:

- Justifying the merits/demerits of approaches used in geography to study physical and human environment.
- Appreciating the significance of quantitative revolution in geography.
- Relating elements of geographical study with other fields of study.
- Reflecting settlement related aspects on contour maps.
- Appreciating the techniques of contour lines in representing various forms of land.
- Demonstrating transport net work on contour maps.
- Appreciating the unique land feature of Africa.
- Realizing the economic use of African rivers and lakes.
- Admiring natural vegetation and wild animals of Africa.
- Realizing characteristics of African population and African economy.
- Reflecting the paradox between the potential and the actual resource exploitation of Africa.
- Defending the advantage of peaceful conflict management around resource utilization against aggressive mechanisms in Africa.

Unit One: The Science of Geography (8 periods)

Unit Out comes: At the end of this unit students will be able to:

- Understand the meaning and basic concept of geography.
- Realize the scope of geography and its relationship with other disciplines.
- Discuss different approaches of geographic studies.
- Recognize major schools of thought in geography.

<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"> • State the meaning of geography. • Determine the scope of geography. • Justify the merit and demerit of approaches used to study physical and human environments. • Compare and contrast the concept of determinism with possibilism. • Show appreciation for the significance of 	<p>1. The science of Geography</p> <p>1.1 Meaning (1 period)</p> <p>1.2 Scope (1 period)</p> <p>1.3 Approach (1 period)</p> <p>1.4 Major school of Thought in Geography (4periods)</p> <ul style="list-style-type: none"> • Possibilism • Determinism <p>1.4.1 Quantitative revolution</p>	<ul style="list-style-type: none"> • Students are asked to define the term geography for anybody that asks them. Then, give various definition of geography and let the students discuss and compare the given definition. Students justify why the definition which is selected as appropriate and being widely acceptable. At last, summarize the discussion and the comparison, and assist the students to arrive at a conclusion. • Students are asked to determine the scope of geography from their previous experience in grade 9th and 10th. For brainstorming “What is the concern and focus of geography? Why it focuses on it? Students, let, forward their idea and then consolidate the gist of the discussion by letting them to know the scope of geography-to biosphere, hydrosphere, litasphere and atmosphere. • Let students discuss on the concept approach in small groups and the teacher is expected to facilitate the conditions. Give a brief explanation on the two geographic approaches and let students justify the merit and demerits of these approaches. • Students are invited to argue for/against “Is it possible to think of development without having natural resources?” They can be provided the case of Japan and African countries to give life for the discussion. Human being has changed the natural environment to human made environment and made it suitable for his survival. However, the environment influenced and shaped the way of living, settlement, economic system of human being. Although human being could overcome and minimize the influence of the environment, the environment still places its impact against human being. The students are asked to argue against for the theory of determinism i.e. the environment determines human life and

Competencies	Main Contents	Suggested activities
<p>quantitative studies.</p> <ul style="list-style-type: none"> Verify the importance of applied geography in solving social and environmental problems. Relate elements of geographical study with other fields of studies. Explain the role of geography in connecting (bridging) various field of studies. 	<ul style="list-style-type: none"> the emergence of Applied Geography <p>1.5 The relationship between geography and other disciplines (1 period)</p>	<p>activity or the theory of possibilism i.e. even if environment has undeniable impact against human life, it is possible to avoid or minimize this challenge. The students should be grouped into two and debate each other. Finally, consolidate the points by whole class discussion.</p> <ul style="list-style-type: none"> Geography is a discipline that shares facts, concepts, ideas and theories with various disciplines. Students are asked to identify the origin and sources of facts, concepts, ideas and theories of geography and discuss its relationship with other disciplines.

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:

Student at minimum requirement level

- A student at a minimum requirement level will be able to state the meaning of geography, determine the scope of geography, justify the merit and demerit of approaches used to study physical and human environments, compare and contrast the concept of determinism with possibilism, show appreciation for the significance of quantitative studies, verify the importance of applied geography in solving social and environmental problems, relate elements of geographical study with other fields of studies, explain the role of geography in connecting various fields of study.
- In addition, a student working above the minimum requirement level and considered as higher achiever should be able to:- compare and contrast the varied meaning of geography and show the strength and

weakness of varied definition of geography, explain the boundaries shared between geography and other fields of natural and social science, differentiate the approach used in writing varied articles or textbooks, argue for/against how major school of thoughts in geography affect human life, prove/disprove the argument of determinism/possibilism, differentiate cases which are more appropriate to use qualitative method than quantitative method, give a brief explanation how applied geography has brought a significant changes in human life, write a short essay that shows how a given element is treated in geography and other field of studies.

Student below minimum requirement

- 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 Reading and Interpretation (37 periods)

Unit Out comes: The students will be able to:

- Review the definition and properties of contour lines.
- Realize how contour lines used to represent relief features on map and types of contour.
- Acquire the skills of drawing contour lines, cross section and determine intervisibility.
- Assess the difference among watershed, catchment area; drainage patterns and river capture using contour maps.
- Discriminate settlements and communication features from contour 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"> • Draw contour lines from spot heights using interpolation. • Construct relief cross section to visualize feature of the landscape. • Determine the intervisibility of land feature by section drawing or contour maps. • Differentiate different land forms on contour maps. • Identify types of contour lines. • Determine catchment areas from water shed on contour map. • Distinguish different drainage patterns • Demonstrate river capture • Demonstrate stages of river valley development using contour lines 	<p>2. Map reading and interpretation</p> <p>2.1 Relief representation on contour map.</p> <p>2.1.1 Drawing contour lines from heights <i>(8 period)</i></p> <p>2.1.2 Drawing relief cross section (profile) <i>(6 periods)</i></p> <p>2.1.3 Intervisibility</p> <p>2.1.4 Land forms on contour map</p> <ul style="list-style-type: none"> • Types of contour lines <i>(1 period)</i> <p>2.2 Drainage on map</p> <p>2.2.1 Watershed and catchment areas <i>(2 periods)</i></p> <p>2.2.2 Drainage patterns <i>(2 periods)</i></p> <p>2.2.3 River capture and stages of river valley development <i>(2 periods)</i></p>	<ul style="list-style-type: none"> • Demonstrate how to draw contour lines from a given spot heights. Then let them try to draw contour lines from spot heights using interpolation. • Give a brief explanation concerning the importance of drawing relief cross section. Then, show them how to draw a relief cross section. Students are motivated to perform each step of drawing relief cross section and there by determine weather intervisibility occurs between two points. On top of that, students are asked to differentiate factors/land forms that prohibit intervisibility between two points. • Students are given different contour maps that show different land forms and asked to differentiate each type of land form. Above all, they are expected to justify how they differentiate each land form type on a given contour map. Let them identify types of contour lines and discuss their importances. • Students are given a brief explanation how drainage features are presented on a contour map. Besides, they are asked to sort out and attempt to draw different drainage features such as watershed, catchment areas, and drainage patterns.

<i>Competencies</i>	<i>Main Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Distinguish various patterns of settlement on maps. • Interpret the shape of settlements. • Explain the types of settlements • Estimate factors influencing the siting of settlement • Reflect the function of settlement • Demonstrate transport network • Examine factors affecting development of transport network • Design different pattern of land transport route on given contour map. • Identify various air fields on maps • Compute the shortest length route for different vehicles and railways using their climbing capacity of each on contour map. • Discuss what geographical information system (GIS) means. 	<p>2.3 Study of human made features on maps</p> <p>A. Representation of settlement on maps (<i>4 periods</i>)</p> <ul style="list-style-type: none"> • Signs and symbols • The shape of settlement • Types of settlement • Factors influencing the siting of settlement • The function of settlement <p>B. The study of communication on maps (<i>8 periods</i>)</p> <ul style="list-style-type: none"> • Transport network • Factors affecting development of transport net work • Different patterns of transport network • Air transport <p>C. Climbing capacities of vehicles (<i>2 periods</i>)</p> <p>2.4. Geographical Information System (GIS) (<i>4 periods</i>)</p>	<ul style="list-style-type: none"> • Students are questioned to reason out factors that determine settlements sites and shapes. They are also asked to draw a map that shows settlement patterns using signs and symbols they learned in previous grade levels. In addition, they are also expected to explain types of settlement and their functions whether they are agricultural, pastoralist, industrialist, etc. At the end, they are given a map with various information such as its altitude, drainage features, minerals, forest density, slope, etc. Then, they are asked to decide where to find a new settlement and to justify why they recommend such site for a settlement. Finally, the class would discuss on the selected site. • Students are motivated to suggest some ideas how a transport network is built and to identify factors that affect its construction. Then, they are given a brief explanation the techniques used to design different patterns of land transport routs. To stabilize the lesson, students are given, in groups, an assignment to design different patterns of land transport routs on a given contour maps. • In addition, they are asked to search the shortest path for different vehicles and railways using their climbing capacity of each on contour map. • Let students review what they learnt about geographical & national grid system in their 10th grade i.e. how they found location of particular place using grid reference numbers. They, assist learners to imagine what will happen to scale up this method by digitizing the data as

<i>Competencies</i>	<i>Main Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Explain turning points in the development GIS. • State the uses of GIS. • Show appreciation for the uses of GIS. 	<ul style="list-style-type: none"> • What is geographical information system (GIS) • Turning point in the development of GIS (brief history) • Uses of geographical information system (GIS). 	<p>input and read it as output using computer.</p> <ul style="list-style-type: none"> • After learners are immersed in the discussion direct them to reach as what GIS means. Then, arrange a short whole class discussion and present points that inform learners the turning points in the development of GIS. • Finally, arrange small groups discussion so that students mention and discuss the uses of GIS in various aspects of fields and life. Encourage students to use one of the GIS softwares (like Google earth) in searching for a given place in the world.

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 draw contour lines from spot heights using interpolation, construct relief cross section to visualize feature of the landscape, determine the intervisibility of land feature by contour maps, identify types of contour lines, determine catchments areas from watershed on countour map, distinguish different drainage patterns, demonstrate river capture, demonstrate stages of river valley development using contour lines, distinguish various patterns of settlement on maps, interpret the shape of settlements, explain the types of settlement, estimate factors influencing the siting of settlement, reflect the function of settlement, demonstrate transport network, examine factors affecting development of transport network, design different pattern of land transport route on given contour map, identify various air fields on maps, compute the shortest length route for different vehicles and railways using their climbing capacity of each on contour map, discuss what GIS means and turning points in the development of GIS, and state the use of GIS.

Student above the minimum requirement

- In addition, a student working above the minimum requirement level and considered as higher achiever should be able to: differentiate different sources that show the heights of varied places, identify the origin of the place where elevation is measured as a datum, compute the altitude differences of varied land forms from a given map, justify why a cartographer uses different types of contour lines, differentiate factors that shape and govern drainage patterns, discuss the activity of a river at every course and its resulted land features, justify why settlement patterns varied in different environments. Use one of the GIS software to search for geographic information.

Students below minimum requirement

- 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: An Overview of Physical Geography of Africa (56 periods)

Unit Out comes: The students will be able to:

- Understand the locational and geological aspect of Africa.
- Recognize the climate of Africa that is climatic elements, controls, regions and drought in Africa.
- Know and appreciate the characteristics of drainage patterns, lakes, swamps and their importance.
- Appreciate the natural vegetation and wild animals of Africa.
- Differentiate soils of Africa.

Competencies	Main Contents	Suggested activities
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Demonstrate the relative and absolute location of Africa using world map. • Compare the size of Africa with other continents. • Discuss the impact of the coastal and continental shape of Africa on its development. <ul style="list-style-type: none"> • Describe the regional division of Africa. • Show the geographical location of each region. • Relate the sub regions in terms of size, access to the sea and major relief features. 	<p>3. An overview of physical, geography of Africa (4 periods)</p> <p>3.1. Position, size and shape</p> <ul style="list-style-type: none"> • Regional division of Africa 	<ul style="list-style-type: none"> • Students are provided with world political map and asked to demonstrate the relative location of Africa in terms of geologic location with a reference to oceans, seas and continents. They are expected to show how Africa is bounded by Europe and Antarctica in the North and South America in the West. They should also explain how the water bodies surrounded Africa in all directions. Additionally, they also show the absolute location of Africa and explain that Africa is the only continent crossed by three imaginary lines drawn on the face of a map such as Equator, tropics of cancer and Capricorn. They also invited to discuss on the advantages and disadvantages of Africa’s tropical location and compare its size with other continents. • Students are told to look at the shape of Africa on maps and are asked to explain what it looks like. They, would discuss in groups, the impact of the coastal and continental shape on Africa’s development. The discussion is facilitated and summarized by the teacher. • Students are given a political map of Africa and requested to shade its regional division with varied colors. There by, they enlisted the member states of each region. Each and every student has to carry out this activity. • Provide students with a map of Africa, distinguish the sub regions of Africa and group the class into five and let them produce a report on the general characteristics of each region. They are also expected to discuss on the common features of each region. Provide them a table indicating the list of the countries according to their respective regions in which basic information are included. At the last give a brief summary of each region.

<i>Competencies</i>	<i>Main Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Analyze the socio-economic and geo political similarities of each region. • Explain the geological history of Africa. • Identify major relief structures of Africa on a map. • Show appreciation the unique relief features of Africa and compare with that of Europe. • Review elements of weather and climate. • Identify major climatic controls of Africa. • Describe the seasonal temperature conditions of Africa. • Discuss the seasonal distribution of rainfall in Africa. • Locate the climatic regions of Africa. • Compare similarities and differences of the 	<p>3.2. Geological and relief structure (8 periods)</p> <ul style="list-style-type: none"> • Geological history • Relief structure <p>3.3. Climate</p> <p>3.3.1 Climatic controls (2 periods)</p> <p>3.3.2 Temperature condition (4 periods)</p> <p>3.3.3 Rainfall distribution (4 periods)</p> <p>3.3.4 Climatic regions (2 periods)</p>	<ul style="list-style-type: none"> • Ask students to explain what geological history means. They, should be assisted to write down the geological history of Africa and draw its major relief structure on the map provided. They are also given an assignment to gather pictures, photographs, sketches and stamps that show the unique relief features of Africa. In the mean time, they are also told to write short essay that express their feeling towards the unique relief features of Africa. • They are also asked to identify the role of climatic controls in Africa and to justify why the south eastern and southwestern, the northern tip and the southern tip, the interior part of the south and the eastern part of Africa experience different temperature and rainfall distribution. • Ask if they can explain why and how Sahara, Kalahari and Namib deserts appeared in Africa. Ask them, in groups, to suggest climatic regions of Africa based on rainfall distribution and temperature variation. They are also expected to suggest why do these variations occur. At the end, summarize the discussion and give a brief explanation on this topic. This should be supported by climate maps. • Ask the students what they know about the concept drought and let them discuss in pairs on the causes and consequences of drought. They are also expected to explain why Africa is frequently affected by drought. Let them discuss on the relationship between droughts and famine. Provide them a map illustrating drought prone areas of Africa. Finally let them suggest measures to be taken in combating drought. The teacher should assist learners in every steps and give a brief summary on the topic.

<i>Competencies</i>	<i>Main Contents</i>	<i>Suggested activities</i>
<p>climatic regions of Africa.</p> <ul style="list-style-type: none"> • Relate climatic data with different climatic regions of Africa. • Discuss causes and consequences of drought in Africa. • Locate drought prone areas of Africa. <ul style="list-style-type: none"> • Demonstrate major rivers and drainage systems of Africa. • Discuss the characteristics of major rivers of Africa. • Identify the location of lakes and swamps in Africa. • Realize the economic uses of African rivers and lakes. • Analyze the hydro politics of the Nile river. <ul style="list-style-type: none"> • Relate natural vegetation and wild animals with climatic regions. • Show appreciation of economic uses and types of wild animals in Africa. • Show interest to 	<p>3.3.5 Drought in Africa <i>(2 periods)</i></p> <p>3.4 Drainage 3.4.1 The major rivers and drainage system <i>(4 periods)</i></p> <p>3.4.2 General characteristics of African rivers <i>(2 periods)</i></p> <p>3.4.3 Lakes and swamps <i>(2 periods)</i></p> <p>3.4.4 The uses of Africa rivers and lakes <i>(2 periods)</i></p> <p>3.5 Natural vegetation and wild animals <i>(8 periods)</i></p>	<ul style="list-style-type: none"> • Let students discuss on factors that affect the drainage system of a given area. The discussion would gear with the major rivers and drainage system of Africa, and in the course of the discussion, the concept of drainage basin, catchment area and drainage system should be addressed. • Organize the class in different groups and assign them to discuss on the general characteristics of African rivers. In addition, ask them to locate the lakes and swampy areas of Africa on map of Africa. Motivate them to relate artificial lakes and dams built on major rivers of Africa. On the top of that, question them to gather data that show the size, length and major tributaries of African rivers and lakes. • Ask students to produce a report on the hydro politics of river Nile. Which countries are more beneficiaries from river Nile, which countries are the least beneficiaries? How and why? How could we create equity on the utilization of water resource in river Nile? Assist the students to discuss on the issue and to recommend what they feel as a solution for this. Assist them to discuss on the role of Nile Basin Initiative in this respect. <ul style="list-style-type: none"> • Case study: In some National parks and reserved areas of Ethiopia, the local/native people invaded the habitat of wild animals. For example, the Bale National Park is invaded and occupied by the local people. In addition, the species of endemic wild animals like red fox are under serious threat. In other areas, wild animals are fiercely attacking human being and invading human settlement due to habitat destruction. Ask students:- how can we avoid the problem and resolve the conflict? What should be done by the stake holders such as:- the native people, the local and federal government's, GO's and NGO's, professionals and civic society? Let them state the role and contribution of each stake holders and present it to the

<i>Competencies</i>	<i>Main Contents</i>	<i>Suggested activities</i>
<p>implement conservation measures used for natural vegetation and wild animals.</p> <ul style="list-style-type: none"> • State the major soils of Africa with their specific characteristics. • Relate the African soils with their respective climatic regions. • Analyze soil problems and measures of conservation in Africa. 	<p>3.6. Soils of Africa</p>	<p>class. At the end, wrap up the discussion with additional explanation on the economic uses and types of wild animals in Africa.</p> <ul style="list-style-type: none"> • Students are invited to prepare a short essay on the definition, formation, major characteristics of soil, and factors that affect its distribution. Assign the aforementioned sub topics to different groups and let the group present its topic to the class. In addition, ask the students to discuss on the need of conservation and the measures to be taken to conserve natural vegetation and soil. Let the class debate on “What should the priority be – conservation of natural vegetation or conservation of soil?” Each side should back his argument with scientific analysis. At the end, let them explain what they ought to implant conservation measures at home and at school.

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 demonstrate the relative and absolute location of Africa with other continents, discuss the impact of coastal and continental shape of Africa on its development, describe the regional division of Africa, explain the geological history of Africa, identify major relief structures of Africa on a map, show appreciation to the unique relief features of Africa with that of Europe, review elements of weather and climate, identify major climatic controls of Africa, describe the seasonal distribution of rainfall in Africa, locate climatic regions of Africa, compare similarities and differences among climatic regions of Africa, relate climatic data with different climatic regions of Africa, discuss causes and consequences of drought in Africa, locate drought prone areas of Africa, demonstrate major rivers and drainage systems of Africa, discuss the characteristics of major rivers of Africa, identify the location of lakes and swamps in Africa, realize the economic uses of African rivers and lakes, relate natural vegetation and wild animals with climatic region, show appreciation of economic uses and types of wild animals in Africa, discuss soil types and its distribution in Africa, show interest to implement conservation measures used for natural vegetation and soil.
- In addition, a student working above the minimum requirement level and considered as higher achiever should be able to:- explain the advantages and disadvantages of the tropical location of Africa, discuss the difference between compact and elongated shapes of a continent, justify why and how Africa possesses different relief structures, demonstrate how the apparent movement of the sun affects the climate of Africa, give a reason why some pocket areas of Africa, such as NW, SW, SE, the South interior part and the North interior parts, experienced a unique type of climate, discuss how rivers that cross international boundaries are administered by African countries that are touched by these rivers, prepare a short essay that shows how wild animals are endangered in Africa and the measures to be taken.
- 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, Economy & Natural Resources of Africa (35 periods)

Unit Out comes: The students will be able to:

- Describe the size, growth and distribution of population of Africa.
- Discuss determinants and characteristics of African population.
- Analyze the extent of migration and level of migration in Africa.
- Explain the concept economic growth and development and describe the characteristics of African economy.
- Assess the present features of African socio-economic development
- Distinguish indicators of development and analyze the challenges and prospects of African economic development.
- Recognize major resources, its exploitation and development.
- Appraise resource utilization and conflict management.

<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"> • Explain population size and growth in Africa. • Demonstrate population distribution of Africa using map. • Show the regional variation of population of Africa. • Describe the fertility and mortality patterns in Africa. • Discuss the characteristics of African population. • Elaborate the concept of migration and its type. • Discriminate the rate and level of urbanization in Africa. 	<p>4. Population, Economy & Natural Resources of Africa</p> <p>4.1 Aspects of population economy and natural resources of Africa.</p> <p>4.1.1 Population size, growth and distribution (4 periods)</p> <p>4.1.2 Determinants of population change in Africa. (2 periods)</p> <p>4.1.3 Characteristics of African population. (2 periods)</p> <p>4.1.4 Migration and urbanization(5 periods)</p>	<ul style="list-style-type: none"> • Give data that show population size, growth and distribution of Africa and ask them to shade the densely populated and the sparsely populated regions of Africa. Let them discuss the fertility and mortality patterns and the characteristics of African population. • In addition, they are also asked to elaborate the concept of migration, its type and positive and negative impacts on the source and destiny areas of migrants. Similarly, ask them to relate the impact of migration to the rate and level of urbanization in Africa. At the end, let students explain the socio economic problems associated with rapid rate of urbanization. • Ask students the basic difference between the concept of economic growth and economic development. Are they one and the same or different but interrelated concepts? Which is a pre-requisite for the other? Or are they occur simultaneously? Can one exist with out the other? Let students argue for/against these questions and assist them to reach at a conclusion.

Competencies	Main Contents	Suggested Activities															
<ul style="list-style-type: none"> Explain the rate of urbanization and associated socio-economic problems in Africa. Describe the concept of economic growth and development. Analyze the economic growth and development trend of Africa. Realize the characteristics of African economy. Explain how and why most countries of Africa may be judged as less developed 	<p>4.1.4.1 Migration 4.1.4.2 Urbanization</p> <p>4.2. Concept of economic growth and development</p> <p>4.2.1 Economic growth, development trend and utilization of natural resources in Africa. <i>(4 periods)</i></p> <ul style="list-style-type: none"> Indicators of development. <p>4.2.2 Characteristics of African economy <i>(2 periods)</i></p> <p>4.2.3 Present features of African socio-economic development<i>(2 periods)</i></p>	<ul style="list-style-type: none"> Start the lesson by the following questions. What would be an optimum rate of economic growth for Africa-high, medium or low? Completing the following table might help students reach a conclusion. <table border="1" data-bbox="871 378 1764 659"> <thead> <tr> <th data-bbox="871 378 1119 459">Arguments for high growth</th> <th data-bbox="1123 378 1425 459">Arguments for medium growth</th> <th data-bbox="1430 378 1764 459">Arguments for low growth</th> </tr> </thead> <tbody> <tr> <td data-bbox="871 462 1119 511"></td> <td data-bbox="1123 462 1425 511"></td> <td data-bbox="1430 462 1764 511"></td> </tr> <tr> <td data-bbox="871 514 1119 563"></td> <td data-bbox="1123 514 1425 563"></td> <td data-bbox="1430 514 1764 563"></td> </tr> <tr> <td data-bbox="871 566 1119 615"></td> <td data-bbox="1123 566 1425 615"></td> <td data-bbox="1430 566 1764 615"></td> </tr> <tr> <td data-bbox="871 618 1119 659"></td> <td data-bbox="1123 618 1425 659"></td> <td data-bbox="1430 618 1764 659"></td> </tr> </tbody> </table> <p>Students to reach their own conclusion then feed back to the class teacher pulls together the discussion.</p> <ul style="list-style-type: none"> Provide data that show varied product items of African countries and let the students categorize each product under the major economic sectors. Then ask them to write a report on what they realize about the characteristics of African economy. Ask students to discuss on the present features of African-socio economic development. Are they promising or not? What would happen, if the existing socio economic development continues for the next decade? Shall Africans design a new plan to improve the present features? What would be the role and contribution of NEPAD for the socioeconomic development of Africa? Let students prepare a paper on these issues and give them a clue how to prepare it and browse information from varied websites such as 	Arguments for high growth	Arguments for medium growth	Arguments for low growth												
Arguments for high growth	Arguments for medium growth	Arguments for low growth															

<i>Competencies</i>	<i>Main Contents</i>	<i>Suggested Activities</i>
<ul style="list-style-type: none"> • Discuss the present features of African socio-economic development. • Organize data of socio-economic growth and development, forecast the socio-economic challenges and prospects of Africa. • Predict the socio-economic challenges and prospects of Africa based on the organized data. • Relate major resources of Africa to its exploitation and development of Africa. • State the actual mineral extraction methods of Africa. • Relate the paradox between the potential and the actual resources exploitation in Africa. • Defend for the advantage of peaceful mechanisms of conflict management around resource utilization in Africa against aggressive mechanisms. 	<p>4.2.4 Challenges and prospects of economic development for Africa. (2 periods)</p> <p>4.3. Natural Resources of Africa & It's Politics</p> <p>4.3.1 Major resources of Africa (2 periods)</p> <p>4.3.2 Natural resources exploitation and mineral extraction methods in Africa (2 periods)</p> <p>4.3.3 Resource utilization and conflict (2 periods)</p> <p>Resource utilization and conflict management (2 periods)</p>	<ul style="list-style-type: none"> • Africa is a continent that possesses abundant resource both renewable and non-renewable. However, it is the least developed continent in the world due to un proper and poor utilization of its resources. The natural resource of Africa has not brought any significant change in the life of the natives rather it makes them poorer and poorer while their ex-colonizers became richer and richer. Those African countries that mined natural resources very well turning to be a battle field where civil war, anarchy and instability is a daily phenomena. The developed countries have strong economic interest in Africa, so they directly or indirectly in the political affairs of Africa. Ask students how they realize the exploitation of natural resources and its politics. Choose an example of an issue where natural resources are a source of conflict. This might be the Congo, the Sudan, or another example. Hold a class debate on the issue. How might you settle such a conflict?

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 population size and growth in Africa using map, show regional variation of population of Africa, describe the fertility and mortality patterns in Africa, discuss the characteristics of African population, elaborate the concept of migration and its type, discriminate the rate and level of urbanization in Africa, explain the rate of urbanization and associated socio-economic problems in Africa, describe the concept of economic growth and development, realize the characteristics of African economy, discuss the present features of Africa, predict the socio-economic development, organize data of socio-economic growth and development forecast the socio-economic challenges and prospects of Africa, predict the socio-economic challenges and prospects of Africa based on the organized data, relate major resources of Africa to its exploitation and development of Africa, state the actual mineral extraction methods of Africa, relate the paradox between the potential and the actual resources exploitation in Africa, defend for the advantage of peaceful mechanisms of resource conflict management around resource utilization in Africa against aggressive mechanisms.
- In addition, a student working above the minimum requirement level and considered as higher achiever should be able to: discuss factors that regulate the fertility and mortality patterns of Africa, give a brief description of pushing and pulling factors of migration in Africa, prepare a short essay on the emergence of urbanization in Africa, analyze the concept of sustainable development, differentiate factors that hinder the realization of sustainable development, provide evidence how westerners have interfered and brought conflict in mineral exploitation and utilization of various African countries.
- 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.

