

Geography Syllabus for Grades 9 and 10

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Introduction

The purposes of first cycle secondary education are bridging general education to preparatory of higher education and to technical vocational education and training (TVET), and preparing learners to the world of work. This level is also the highest level of general education under the Ethiopian educational structure.

Geography, as component of general education, contributes to the realization of the above purposes. The unique nature of the subject geography helps learners form bases for the understandings, the interrelationship and interaction of phenomena in the society and the world. This condition plays important role in enabling learners to see their future choice of education carrier/training in the context of the well being of the individual and people in their respective as well as world society. It also enhance the presence of informed participation in relation to keeping local and global environment healthy for the sake of future generation. Within the framework of the above understandings, geography has been one of the subjects given in our schools.

Currently, quality has become an issue in our education system. Research and learning assessment reports (like national learning assessment and joint review mission of MoE) indicated us that the performance of learners was below what is expected. Besides, need assessment reports made in relation to the realization of geography curriculum has shown us the need for reviewing our curriculum. As a whole, all these reports forced us to revise our geography curriculum in line of competency based approach which is defined in our new curriculum frame work.

Thus, the present geography curriculum has been made suitable for the realization of active learning methods and out come based learning. The curriculum is also revisited to make it competent to the international standard. Moreover, it gives greater opportunity to teachers than the previous curriculum so that they can add their professional input and implement in a flexible way. The material is prepared by team of experts and teachers coming from MoE and regions.

For clarity purposes, this curriculum is made to contain:

- Profile of geography students at the end of grade ten which shows the contribution of attending geography lesson in realizing the expected general profile of learners at the end of the cycle ;
- Minimum learning competencies for geography education of the cycle;
- Content flow chart of the cycle;
- Grade level learning outcomes of each grade (9 and 10) ;
- The respective grade syllabuses.

Besides, the competencies and content flow chart are organized around five themes – The concept of geography, map reading, physical environment, human & economic aspects, and public and policy related issues. Using these themes, the syllabuses of grade 9 and 10 have been arranged in four units.

Thirty four weeks are assigned in a year to cover the lesson of each grade with two periods per week. The content load is minimized to be balanced with the allotted time.

Profile of Geography students at the end of Secondary School First cycle (9 and 10)

- Students have general knowledge of geography that enable them to understand their natural and social environment
- Students are active participant in
Social and cultural development of their country and Environmental protection
- Students play healthy role in the interaction between human and natural environments
- Students communicate with people using maps
- Students can live with people of diverse background by appreciating multiculturalism and value livelihood diversity
- Students can contribute their part in the effort of sustainable development of their country and the world
- Students utilize their geographical knowledge to connect social & natural phenomenon
- Students can be capable to continue technical training and prepare for further academic carrier using their geographical knowledge as a base.

First Cycle Secondary Education (9 and 10) Learning outcomes for Geography

After students study geography, at the end of first cycle secondary education the expected learning outcomes are that students will be able to:

- Develop a basic understanding of the geologic history of the earth in general and Ethiopia in particular;
- Analyze factors and processes of landform formation
- Comprehend the elements of weather and climate and the mechanisms that create discernible climate pattern in Ethiopia and the world at large.
- Relate major types of natural resources and associated problems and there by develop a set of values and feelings of concern for the resources and the motivation for actively participating in their protection;
- Realize some basic concepts, major theories as well as the impact of population growth on socio-economic development and the environment and measures taken to harmonize them in Ethiopia and the world;
- Appreciate major types of economic activities practiced in Ethiopia and the world at large, factors affecting their distribution as well as their levels of development;
- Acquire basic skills in understanding, reading, using and interpreting maps;
- Know the distribution and types of natural regions of the world and appreciate the unique feature of Ethiopia.

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for
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Grade level learning outcomes for grade 10 Geography

After completing grade 10 the students will be able:

1. To develop understanding and acquire knowledge of:

- The use of magnetic compass
- Geographical grid origin of Ethiopia
- Methods of showing relief on maps
- The term contour lines and its properties as well as its difference from isolines
- Ways of showing specific heights on contour maps
- The term slope, its types, and gradient
- The concept of universe and the position of the earth in the solar system
- The origin and structure of the earth
- Geological time scale and major events in the world and in Ethiopia
- The concept of continental drift theory, components of the earth's physical environment and major components of lithosphere
- Term rock, its classification based on nature of rock formation and its distribution in Ethiopia
- The term soil, its types, formation and composition
- Causes and consequences of soil degradation as well as ways of soil conservation in Ethiopia
- The criteria used for classifying climate and climatic classification
- Causes of climatic change and its consequences
- Spatiotemporal variation of temperature in Ethiopia
- Rainfall distribution of Ethiopia and factors why Ethiopia experienced different climate from other tropical countries
- Climatic zones of Ethiopia
- Reasons for the occurrence of drought, and drought coping mechanisms
- The concept of ecosystem
- How climate affect the distribution of ecosystem, the effect of latitude on its distribution and factors that affect the diversity of fauna, and flora in the ecosystem
- Factors that affect soil characteristics in the ecosystem
- Population size of the world on continental bases and the leading populous countries of each continent
- Population growth trend, its doubling time, components of its change and population pyramid of developing and developed countries
- Factors that affect population distribution
- The causes and types of human migration
- The term urbanization, its level and factors that affect its process
- The spatial population distribution of Ethiopia
- The concept and types of economic systems
- The concept of sustainable economic development and its indicators
- World economic organization
- Concept of globalization, its advantages and disadvantages

2. To develop skills and abilities of:

- Finding direction on a map
- Showing the direction of a given place on a map
- Showing the position of places on maps
- Computing the scale of the enlarged or reduced map
- Enlarge or reduce map using pantograph or square method
- Calculating altitude of points between contour lines
- Computing the gradient of slope
- Calculating field distance
- Computing natural increase of population
- Computing population density and agricultural density based on a given data
- Showing demographic characteristics of the Ethiopian population
- Analyzing population structure of Ethiopia

3. To develop the habits and attitude of:

- Willingness to communicate people using maps
- Appreciation to the origin & structure of the earth
- Appreciation for varied climatic conditions experienced in Ethiopia
- Concern for environmental protection
- Developing positive thinking to wards the implementation of family planning
- Realization of the population policy of Ethiopia
- Realization of the contribution of world economic organizations
- Sense of urgency towards the need for sustainable development
- Mental readiness of facing opportunities and challenges of globalization

Unit one: Map reading (2 periods)

Unit Out comes: The Students will be able to:

- Develop the skills of identifying direction and measuring distances on map, and practice, map enlargement and reduction
- Acquire basic skills of locating places and objects on maps using different methods
- Understand the different ways of representing relief on 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"> • Acquire the skill of finding direction on a map • Show direction of a given place on a map by means of compass direction and bearings • Explain the use of magnetic compass • Practice, how to find direction and bearings of points on maps • Define what geographical grid system mean • Demonstrate the position of a given place by means of geographic grids system • Define what national grid system mean • Show the position of places on maps by using national grid references(four and six digits grid) • Demonstrate the national grid origin of Ethiopia 	<p>1. Map reading</p> <p>1.1 Directions on map (3 periods)</p> <ul style="list-style-type: none"> • Identification of direction • Measurement of direction and bearing <p>1.2 Position on maps (4 periods)</p> <ul style="list-style-type: none"> – Geographic grid – National grid 	<ul style="list-style-type: none"> • Draw arrows indicating four cardinal points and twelve subsidiary points and give their degree values, justify these degree values by using geometric concept. Let students practice how to find direction and distance on maps. • Brain storming: Ask students to tell what they know about latitudes and longitudes with the geographical grid origin. Identify the location of a given place using the coordinate of latitude and longitude/geographical grids/. • Draw vertical and horizontal lines to display national grids system and its origin (using the Ethiopian national grids). • Let learners demonstrate the position of a point on maps using four/six digit grid reference system (facilitate conditions for such activities.)

<i>Competencies</i>	<i>Main contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Enlarge and reduce maps using a pantograph or square methods • Compute the scale of enlarged or reduced map • Describe methods of showing relief on maps • Define the term contour lines • Discuss the properties of contour lines • Distinguish contour lines and isolines • Identify the different ways of showing specific height on contour map • Compute the altitude of points between contour lines • Explain the term slope • Demonstrate types of slope • Describe the term gradient of slope • Compute gradient of slope • Express gradient in different ways • Calculate field distance 	<p>1.3 Map enlargement and reduction (4 periods)</p> <p>1.4 Relief on maps (10 periods)</p> <ul style="list-style-type: none"> • Traditional methods of representing relief on map • Contour as methods of representing relief • Properties of contours • Specific heights on contour map • Methods of findings altitudes of points between contour lines • Slopes and gradient • Slope and its types • Gradient • Field distance 	<ul style="list-style-type: none"> • Let students discuss on the procedure used to enlarge and reduce map and encourage students to practice enlarging and reducing maps independently. • Ask students what they know about traditional methods of showing relief on map and demonstrate these ways of representing relief on map. • Facilitate condition to students so that they arrive at correct definition and properties of contour line. • Assist students to distinguish different ways of representing specific heights on contour maps in small group and then let them calculate altitude of points between contour lines individually. • Assign students to group discussion dealing with types of slopes by relating to properties of contour lines. • Help students describe gradient along various slopes so that they can compute and express gradient in different ways. • Ask students to recall what they know about finding distances on map and then guide them to calculate field distance between points.

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 use of magnetic compass, define geographical grid and national grid systems; and demonstrate the position of a given place using geographical grid system and national grid references (of four and six digits grid references); demonstrate the national grid origin of Ethiopia and practice how to find direction and bearings of points on maps. Enlarge and reduce maps using a pantograph or square methods, compute the scale of enlarged or reduced map, describe methods of showing relief on maps, define the term contour lines and discuss their properties. Identify in different ways of showing specific heights on contour map and compute the altitude of points between

contour lines. Explain the term slope and types of slopes, compute gradient of slope and express it in different ways and calculate field distance.

In addition, a student working above the minimum requirement level and considered as higher achiever should be able to measure direction on maps using protractor, calculate magnetic declination of varied maps and find deviation from the true North. Compute scale of map using national grid references, construct a relief map using physiographic diagrams, and distinguish types of slopes from contour map of a given area.

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 achieve a little bit higher should be supported so that they attain the higher achiever competencies. Students who fulfill the higher achievers' competencies also need special support to continue and achieve more.

Unit Two: Physical Environment of the World and Ethiopia (26 periods)

Unit Out comes: Students will be able to:

- Understand the origin of the earth and its tectonic movements
- Describe the movement, composition of the earth and components of its physical environment
- Discuss climatic classification, change and climate of Ethiopia
- Explain world factors that affect the diversity of Fauna, flora and soil in the ecosystem

<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"> • Discuss the concept of universe • Identify the position of the earth in the solar system • Explain the origin of the earth • Demonstrate the structure of the earth • Describe the geological time scale and major events • Realize the major geological events of Ethiopia • Describe the concept of continental drift theory • Distinguish the components of the earth's physical environments 	<p>2. The physical environment of the world and Ethiopia</p> <p>2.1 The earth in the universe (10 periods)</p> <ul style="list-style-type: none"> • Origin structure of the earth • The geological time scale and major events • Geological events in Ethiopia • Movement of the continent • Components of the earth's physical environment <ul style="list-style-type: none"> – Atmosphere – Biosphere – Hydrosphere – Lithosphere 	<p>Brain storm:</p> <ul style="list-style-type: none"> • Start the lesson by questioning students about the concept of universe and let students discuss the position of the earth in the solar system. This has to be followed by discussion on the earth. • Assist students when discussing the major geological events of the earth and Ethiopia. • Help student to discuss theory of continental drift and demonstrate using the huge continent of Laurasia and Gondwanaland. • Ask students what they know about the components of the earth's physical environment and let them list the names and in particular list the structural elements of Lithosphere (rock and soil).

<i>Competencies</i>	<i>Main contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Discuss major components of lithosphere • Define rock • Describe characteristics of each type of rocks • Classify rocks based on their formation • Demonstrate major rocks distribution in Ethiopia • Define soil • Identify types and formation of soil • Sort out the composition of soil • List the major soil types of Ethiopia • Analyze the ways of soil conservation in Ethiopia • State causes and impacts of soil degradation in Ethiopia • Realize the criteria used for classifying climate • Compare the climatic classifications of the Greek's and Khoppen's 	<ul style="list-style-type: none"> • Lithosphere <ul style="list-style-type: none"> – Rocks – Soil • Rocks <ul style="list-style-type: none"> – Definition – Types, formation & characteristics – Distribution of major rocks in Ethiopia • Soil <ul style="list-style-type: none"> – Definition – Types and formation of soil – Composition of soil – Major soil types of Ethiopia – Soil degradation and conservation in Ethiopia 2.2 climate (6 periods) 2.2.1 Classification of climate of the world • commonly used criteria for classifying climate <ul style="list-style-type: none"> – The Greek's 	<ul style="list-style-type: none"> • Let students collect and bring different types of rock specimen and classify accordingly. • Encourage students to demonstrate the major rocks distribution on the map of Ethiopia. • Ask the students to define soil and then assign students to collect soil specimen as to identify the types of soils. • Students are assigned in groups to discuss major types of soil in Ethiopia then present case study that shows soil degradation and soil conservation in Ethiopia. • Ask students to review the concept of climate and open classroom discussion that enable students understand the criterion used for classifying climatic regions using Greeks and Khoppen classification model. • Present Greek's and khoppen's climatic classifications to students using world map (the presentation has to be short and precise). Then allow students to compare them in groups. The result of the group work to be presented to the whole class. Teacher, will direct the discussion so that learners can catch at the desired points.

<i>Competencies</i>	<i>Main contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • Express causes of climatic change • Explain major consequences of climatic change • Describe the spatio temporal variation of temperature in Ethiopia • Compare rainfall distribution of Ethiopia by place and time • Discuss factors why Ethiopia experienced different climate from other tropical countries • Differentiate climatic zones of Ethiopia • Show appreciation for varied climatic conditions experienced in Ethiopia otherwise found in tropical and temperature zone • Explain the reasons that 	<p style="text-align: center;">– Khoppen’s</p> <p>2.2.2 Climatic change</p> <ul style="list-style-type: none"> • Causes of climate change <ul style="list-style-type: none"> – Natural cause – Human cause • Consequences of climatic change <ul style="list-style-type: none"> – Global warming – Drought and desertification – Raising of sea level and flood – Shift of the direction of global winds, loss of biodiversity <p>2.3 climate of Ethiopia (6 periods)</p> <ul style="list-style-type: none"> • Distribution of major elements of climate in Ethiopia • Major climate controls in Ethiopia • Major seasons and climatic zones of Ethiopia • Drought in Ethiopia <ul style="list-style-type: none"> – Drought prone areas • Drought coping mechanisms 	<ul style="list-style-type: none"> • Organize students into small groups to prepare a short report on the causes and consequences of climatic change then let them discuss on what they submit and finally give a summary and consolidate the main points • Provide students with maps of rainfall regions of Ethiopia. • Use the experiences of four travelers to deal with the spatio-temporal variation of temperature and rainfall and then discuss factors and conditions of climatic aspects of Ethiopia. <ul style="list-style-type: none"> – Person A traveling from Ogaden to top of Bale mountains – Person B traveling from Ogaden to top of Mt. Intoto – Person C traveling from Gambella to Gore – Person D traveling from Semera to the highlands of Shewa& Wollo. – Let students discuss in groups and report about the experience of drought in Ethiopia and help them to identify drought prone areas in Ethiopia. Lead the discussion to deal on drought copying mechanism in agriculture and on why famine is not necessary related to drought.

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<i>Competencies</i>	<i>Main contents</i>	<i>Suggested activities</i>
<p>drought is not necessarily followed by famine</p> <ul style="list-style-type: none"> • Identify drought prone areas of Ethiopia • State drought coping mechanism in agriculture <ul style="list-style-type: none"> • Review the concept of ecosystem • Discuss how climate affects the distribution of ecosystem • Realize the effect of latitude on the variation of ecosystem • Explain the role of altitude on the distribution of ecosystem • Relate factors that affect the diversity of fauna & flora in the ecosystem • Identify factors that affect soil in the ecosystem 	<p>2.4 Ecosystem (4 periods)</p> <ul style="list-style-type: none"> • Factors that affect the distribution of ecosystem • Diversity of fauna, flora and the soil of ecosystem 	<ul style="list-style-type: none"> • Present sample ecological areas (Congo basin, Kilimanjaro and Sahara desert) and let students discuss and report on the factors and variation of the characteristics of Fauna, Flora and Soil of each ecosystem

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 the concept of universe and identify the position of the earth in the solar system. Explain the origin of the earth and demonstrate the structure of the earth. Describe the geological time scale and major events and realize the major geological events of Ethiopia. Describe the concept of continental drift theory. Distinguish components of the earth's physical environments & discuss the major components of lithosphere. Define rock, describe its characteristics by types, classify rocks based on their formation, and demonstrate major rock distribution in Ethiopia. Define soil, identify formation and types of soils and list the major soil types of Ethiopia. State causes and impacts of soil degradation in Ethiopia and analyse ways of soil conservation in Ethiopia. Realize the criteria used for classifying climate, compare climatic classification of the Greek's and khoppen's. Express causes of climatic change, Explain major consequences of climatic change. Describe and compare the spatio-temporal variation of temperature and rainfall in Ethiopia, discuss the unique climatic experience of Ethiopia compared to other tropical countries. Differentiate climatic zones of Ethiopia, Explain the reasons that drought is not necessary followed by

famine, and state drought coping mechanisms in agriculture. Review the concept of ecosystem and realize the effect of latitude and altitude on the variation of ecosystem. Relate factors that affect the diversity of fauna and flora in the ecosystem in the ecosystems.

In addition, a student working above the minimum requirement level and considered as higher achiever should be able to evaluate the convergence, divergence and transgress of continents in relation to the continental drift theory. Associate the distribution of major rocks of Ethiopia with its major geological events and state major soil characteristics of Ethiopia and suggest varied ways of soil conservation for each human intervention in urban and rural areas, in agricultural and industrial sectors. Compare and contrast the contribution of natural human factors for the aggravation of climatic change in Ethiopia. Argue for against various possible mechanisms of food self-sufficiency programs.

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 achieve a little bit higher should be supported so that they attain the higher achiever competencies. Students who fulfill the higher achievers' competencies also need special support to continue & achieve more.

Unit Three: World Population (15 periods)

Unit Out comes: The students will be able to:

- Understand interpret size and trend of population growth of the world
- State the components of population change and compare the characteristics of population structure between developed and developing countries
- Show factors affecting spatial distribution of population and compute population densities
- Recognize and appreciate the process and development of urbanization
- Explain the general characteristics of population 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"> • Compare population size of the world on continental bases • Identify three leading populous countries in each continent • Describe population growth trend of the world to show doubling time • Compare the population trend between Africa and Europe. • Describe components of population change • Compute natural increase rate of population • Interpret population pyramids of developed and developing countries 	<p>3. World population</p> <p>3.1 Size and trend of population growth (2 periods)</p> <p>3.2 Components of population change (3 periods)</p> <p>3.3 Population structure (2 periods)</p>	<ul style="list-style-type: none"> • Let students compare the population size of the world based on the given data and identify the three leading populous countries of each continent.. • Let students discuss components of population change and then compute natural increase of the population of the world. • Demonstrate population pyramid of developing and developed countries, then interpret the data represented by pyramid. Finally discuss factors that affect population distribution. In addition, they discuss causes and types of human migration and compute population density and agricultural density base on the given data.

Competencies	Main contents	Suggested activities
<ul style="list-style-type: none"> • Discuss the factors affecting the spatial distribution of world population • Compute crude and agricultural population density • Realize cause and types of human migration • Compare level of urbanization at continental level • State factors affecting urbanization process • Compare the present population size of Ethiopia with the past • Describe the spatial distribution of Ethiopia's population • Show the demographic characteristics of Ethiopia's population • Analyze the population structure of Ethiopia • Realize population policy of Ethiopia 	<p>3.4 Spatial distribution of world population Population density <i>(4 periods)</i></p> <ul style="list-style-type: none"> • Crude • Agricultural • Human migration <ul style="list-style-type: none"> – Causes – Types • Urbanization <p>3.5 Population of Ethiopia <i>(4 periods)</i></p> <ul style="list-style-type: none"> – Population size distribution and growth rate – Birth and death rate – Measures of fertility and mortality – Population structure <ul style="list-style-type: none"> • Population policy 	<ul style="list-style-type: none"> • Present world population distribution map to the worlds and motivate students to discuss the factors affecting population distribution of the world. Then provide learners with data of population size so that they can compute crude and agricultural pupation density of some selected areas. • In relation to this activity help learners to identify and realize causes and types of human migration through declension in small groups. • Let students discuss the process and development of urbanization and then compare level of urbanization at continental levels in addition, they discuss factors that influence urbanization process. • Arrange a time table showing series of population size of Ethiopia and let students compare the differences and deal with facts of population growth of the country. Similarly, select geographical areas from Ethiopia which show remarkable variations on population distribution and let learners discuss and reason out the possible causes for the variation in population distribution of Ethiopia. • Motivate learners to recall what they learned about birth and death rates and structure of human population. Then facilitate conditions that enable students show demographic characteristics of Ethiopia's population and analyze its structure • Students discuss size, distribution, demographic characteristics of Ethiopian population in groups and then the teacher summarizes the discussion by relating to the population policy of Ethiopia.

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 compare population size of the world on continental bases and identify three leading populous countries in each continent. Describe population growth trend of the world to show doubling time and compare population trend between Africa and Europe. Describe components of population change and compute natural increase rate of population. Interpret population pyramids of developed and developing countries, discuss factors affecting the spatial distribution of population compute crude and agricultural population densities, and realize causes and types of human migration. Compare level of urbanization at continental level and state factors affecting urbanization process compare present population size of Ethiopia with the past and describe the spatial distribution of populations of Ethiopia. Show and

analyze demographics characteristics of Ethiopia's population. Realize population policy of Ethiopia.

In addition, a student working above the minimum requirement level and considered as higher achiever should be able to compute doubling time of world population to predict future population of the world and justify why and how population trend of Africa varies from that of Europe. Relate population pyramids with level of development and suggest possible mechanisms for the implementation of Ethiopian population policy in their locality.

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 achieve a little bit higher should be supported so that they attain the higher achiever competencies. Students who fulfill the higher achievers' competencies also need special support to continue and achieve more

Unit Four: Economic System and Development (6 periods)

Unit Out comes: The students will be able to:

- Recognize types of economic systems
- State the concept of sustainable development and its indicators
- Recognize the role and contribution of economic organization and realize the concept of globalization

<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"> • Discuss the concept of different economic systems • Compare the types of economic system • Explain the concept of sustainable economic development • Justify the indicators of economic development. • Identify world economic organization • Realize the contribution of world economic organization to development • Discuss the concept of globalization • Compare and contrast the advantages and disadvantage of globalization 	<p>4. Economic system and development</p> <p>4.1 Types of economic system (2 periods)</p> <ul style="list-style-type: none"> • Traditional • Free market • Command • Mixed <p>4.2 Sustainable economic development (2 periods)</p> <ul style="list-style-type: none"> • Concept and indication of economic development <p>4.3 Economic organization of the world (2 periods)</p> <ul style="list-style-type: none"> – World Bank, IMF, WTD – Globalization 	<ul style="list-style-type: none"> • Assign students to discuss on different economic systems in groups and let them make a comparison between the economic systems and then let the teacher summarize the main points. • Assist students to explain the concept of sustainable economic development and then let them identify the indicators of development in small groups. • Let students write a short report on the role of world, economic organizations and discuss their functions and contributions. • Let students debate on the merits and demerits of globalization.

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 the concept of different economic systems and compare them, explain the concept of sustainable economic development and justify some indicators of economic development. Identify world economic organization and realize their contribution to development. Discuss the concept of globalization and compare and contrast the pros and cons of globalization.

In addition, a student working above the minimum requirement level and considered as higher achiever should be able to distinguish major similarities and differences among varied economic systems. Argue for/against the concept of sustainable economic development in relation to resource utilization and evaluate how world economic organizations contribute to the implementation of sustainable economic 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 achieve a little bit higher should be supported so that they attain the higher achiever competencies. Students who fulfill the higher achievers' competencies also need special support to continue and achieve more