Geography Syllabus

for

Grade 9

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

Grade level learning outcomes for grade 9 geography

After completing grade nine geography lesson, the students will be able:

1. **To develop understanding and acquire knowledge of:**
   - The term geography, the development of geography as a discipline and the branches of geography
   - Meaning of map, basic uses of map,
   - Some of the marginal information given on maps as well as
   - Conventional signs and symbols used to represent different features on maps
   - The resulting landforms formed by each internal and external forces
   - The meaning of weathering, its types and landforms resulted from chemical weathering
   - Types and characteristics of agents of erosion and associated landscapes with it.
   - The process of deposition and its associated landforms
   - The meaning, origin, composition and layer of the earth's atmosphere
   - Weather and climate and the concept of temperature
   - Formation and types of rainfall as well as types of wind
   - The concept of region and regional study
   - Major characteristics of tropical zone
   - Sub-regions of tropical zone; the characteristics of equatorial rain forest and hot desert regions
   - Major characteristics of temperate zone and its sub-regions
   - The general characteristics of the Mediterranean and the coniferous regions, and
   - The term ecosystem, its components and interdependence
   - The concept and facts about human population
   - Sources of population data, densely and sparsely populated areas of the world
   - Settlement patterns of population
   - The five types of economic activities and their major characteristics
   - The concept of land use
   - The concept of natural resources
   - Classification of natural resources as renewable & non-renewable
   - Direct and indirect use of natural vegetation
   - The economic significance of wild animals
   - The importance of soil

2. **To develop skills and abilities of:**
   - Determining the scope of geography
   - Categorizing maps based on scale and purpose

- Converting and calculating scale of the map
- Constructing statistical diagrams
- Using simple line graph, simple bar graph and pie chart bases on the data provided.
- Appraising the variation of temperature
- Demonstrating how to measure and record temperature data
- Computing and interpreting temperature laps rate and data
- Practicing measuring and recording of rainfall
- Demonstrating the temperature zones of the world

3. To develop the habits and attitude of :

- Appreciation to the historical development of map
- Discrimination of the impact of relief on climate over the influence of latitude in Ethiopia
- Recognition of the major characteristics of frigid zone, its sub regions, tundra and polar ice caps
- Identification and demonstration of the interdependence in the ecosystem
- Appreciation for the varied uses of minerals
- Realization of the prevalence and impact of HIV/AIDS
- Accept and participate in the implementation of Ethiopian environment policy
- Realization of the elements of Ethiopian economic policy for development

Unit One: The concept of geography and map reading *(12 Periods)*

Unit Out comes: students will be able to:

- Recognize the concept, scope and branches of geography
- Express the meaning, historical development, uses and types of map
- Compute field distance & areas of irregular shaped figures, construct and interpret statistical diagrams.

Competencies	***Main Contents***	***Suggested activities***
Students will be able to: • Define the term Geography • Describe the development of geography as a discipline • Determine the scope of geography • Identify the branches of geography • Identify the characteristics that make the subject of geography science	**1.*The concept of geography and map reading*** **1.1 Introduction to the concept of Geography** (2 *Periods*) • Meaning of geography • Scope of geography • Branches of geography • What makes geography science	• Ask the learners what they know about the subject geography and help them to arrive at a correct definition and then determine the scope and branches of geography. • Arrange small group discussion so that students discuss on what makes an academic subject science and equate it to prove that geography is science. Small groups discussion results have to be reported to the whole class in order to arrive at the desired points through whole class discussion.
• Explain the meaning of map • Appreciate the historical development of map	**1.2 Introduction to the concept of map reading** (8 *Periods*) • Meaning of map • Historical development of map – Traditional – Modern	• Review the meaning of map and discuss its historical development. Organize students into small groups to discuss the uses of map, its classification as well as marginal information.
• State the basic uses of map	• Uses of map	

Competencies	***Main Contents***	***Suggested activities***
• Categorize maps based on scale and purpose	• Classification of map ➢ By function – General – Specific ➢ By scale – Large scale map – Medium – Small	Provide students with various kinds of maps which can be general and specific purpose maps; other maps of various scale sizes so that they can categorize the maps by function and size of scales.
• Distinguish conventional signs and symbols used to represent different features on maps.	– Marginal information – Conventional signs and symbols – Scale of map – Grid reference	Provide students with a top sheet produced by Ethiopian mapping agency so that students get all the necessary conventional signs and symbols and be able differentiate each.
• Identify some of the marginal information given on maps	• Magnetic declination	
• Calculate scale of the map	• How to find scale of the map	• Demonstrate the ways of finding scale of a map and then let students practice how to find the scale of a map. (Using degree values of latitude using ruler measurement)
• Convert linear scale to areal scale	• The relationship between linear and areal scales	• Let students review the scale of a map in small groups and then practice conversion of linear scales into areal scales
• Calculate the areas of regular and irregular shaped figures by referring to the scale of the map.	• Measurement of regular and Irregular shaped areas	• Students have to be allowed to measure regular shaped areas using the formula they have learnt in their geometry class by using the scale of the map given to find real/ground area. Besides, the teacher should also encourage students to find the ground of irregular shaped areas represented on maps using square methods.
• Construct statistical diagrams using simple line graph, bar graph and pie chart based on the	• Statistical diagrams – Simple line graph – Simple bar graph – Pie chart	• Provide given data of population, production, climate then organize students to represent the data using simple line graph, simple bar graph and pie chart.

Competencies	***Main Contents***	***Suggested activities***
provided data		

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 geography; describe the development, determine the scope and identify the braches of geography, explain the meaning, appreciate the historical development, state the basic uses of maps, identify some of the marginal information, distinguish conventional signs and symbols on maps and categorize maps based on scale and purpose; convert linear scale to areal scale; calculate scale of map and areas of regular/irregular shaped areas from a map and construct simple statistical diagrams.

In addition, a student working above the minimum requirement level and considered as higher achiever should be able to evaluate varied definitions of geography, state the fundamental differences of maps that are classified based on scales, design her/his own signs and symbols to convey information on maps, calculate scale of maps based on given degree distance information, and evaluate the relationships and differences of two kinds of information presented on maps using simple statistical diagrams.
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 a special support to continue and achieve more.

Unit Two: Physical environment of the world and Ethiopia *(34 periods)*

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

- Analyze the internal and external forces that change the surface of the earth and relate them with the resulting landforms
- Appreciate the origin, composition and the layers of earth's atmosphere, analyze the association between the elements and controls of climate and interpret climatic data
- Realize the concept of region, distinguish different temperature zones of the earth and describe Ethiopia as a tropical mountainous country
- Assess the concept, components, interdependence and the factors that affect the distribution and features of ecosystem

Competencies	*Main Contents*	*Suggested activities*
Students will be able to: • List down the landforms formed by each internal force • Describe the process of each internal force. • Relate some major landforms with their respective internal force. • Explain effects of earth quakes on infrastructure like buildings, dams, roads	**2. *Physical environment of the world and Ethiopia*** **2.1 Forces that changes the surface of the earth.** **2.1.1 Internal forces** (4 *periods*) • Folding • Faulting • Volcanism • Earthquake	• Brain storming: Ask students what they remember about internal forces from their grade eight social studies. • Help students to discuss the processes through which folding, faulting, volcanism and earth quake can happen using diagrammatic animated film expression. • Let students discuss about the internal forces in small groups and then demonstrate the internal movement by using different figures and show the resulting lands forms on world map. • Besides, students has to be encouraged to present effects of earth quake and volcanism on infrastructural like buildings (built uproars), dams, roads and etc. using examples.
• Review external forces • State the meaning of weathering • Distinguish the types of weathering • Identify land features resulted from chemical weathering (stalactite, stalagmite, pillar etc.) • Explain the types & characteristics of agents of erosion • Relate types of erosions • State the effects of erosion	**2.1.2 External forces** *(4 periods*) • Weathering (definition) • Types(physical and chemical including leaching) • Erosion – Agents: wind and water – Types: sheet and gully • Deposition	• Assist students to recall what they know about the external forces • Then, let students speak out about what happens to soil when it interacts with water, varied temperature conditions, and plant roots. Facilitate conditions through animated films, diagrams, color pictures or other ways that enable them explain the meaning of weathering. Students have to classify conditions of weathering as physical and chemical. • Take them to the field to observe the effects of erosion, in their surroundings, so that they can distinguish landforms associated with different agents of erosion. Besides, present short case studies that show sheet and gully erosions caused by wind & water. Substantiate this presentation with interesting cases until students able to explain landforms created by wind & water deposition.

Competencies	*Main Contents*	*Suggested activities*
with various landscapes on human activates • Explain the process of deposition • Recognize erosion deposited soils and landforms.	• Agents: wind and water • Land forms created by wind and water deposition.	
• Explain the meaning of atmosphere • Discuss the composition and layers of earth's atmosphere	***2.2 Weather and climate*** **2.2.1 Earth & atmosphere** *(2 periods)* • Definition of atmosphere • Composition • Structure/layer	• Brainstorm: – Let students describe the fate of human life in the absence of air, and explain the importance of atmosphere based on their science/biology lesson. – Help students define atmosphere correctly in small group discussion. Supplement this activity with some kind of fascinating presentation. At the same time, make students identify the layers and composition of atmosphere.
• Explain weather and climate • Express the concept of temperature • Appraise the variation of temperature • Demonstrate how to measure and records temperature data • Compute normal temperature lapse rate • Interpret temperature data • Explain the formation of rain • Discuss the types of rainfall • Relate the varied slopes of roofs of houses (buildings) of various climatic regions with their respective types of rainfall • Explain what cloud is	**2.2.2 Meaning of weather and climate** (6 *periods*) • Elements –Temperature – Rainfall – Winds – Air pressure – Clouds –Types of clouds • Controls – Latitude – Altitude – Distance from the sea – Cloud cover – Ocean current – Planetary winds and pressure belts	• Consider a hypothetical air flight that took place from Addis Ababa in a cloudy day to Mali desert area. Now, let students attempt to express weather and climate based on the above statement. • Arrange a group discussion, so that they can identify the major elements of weather and climate by relating with the effects of climatic controls that cause spatial and temporal variation in the distribution of the elements of weather and climate. • Help students discuss the effects of the varied conditions in the elements of weather and climate on human activities and human made materials • Let students form small groups to discuss and present about slopes of roofs of buildings in a temperate region and compare it with that of our common slopes of roofs. In their discussion they have to consider the type of rain of those areas and recite the probable reason why the slopes of roofs of buildings in the respective areas are made in that way.

Competencies	***Main Contents***	***Suggested activities***
• Describe types of cloud • Practice measuring and recordings of rainfall • Differentiate types of winds – Local – Monsoon(seasonal) – Planetary winds Including (cyclones and anticyclones) • Relate direction and deflection of winds to earth's rotation • Interpret wind speed and direction from wind gradient map • Explain how conditions of wind affect structure of buildings and crop production.	• Measuring and recording Weather and climate	• Facilitate conditions that enable students measure, record, and compute temperature and rainfall data based on climatic information of a given area. Then identify the differences among local, monsoon, planetary, cyclone and anticyclone winds in relation to its direction and deflection due to earth's rotation. Make a visit to a near by meteorological station to enrich students ability of practicing measuring and recording weather and climatic data. • Arrange group presentation dealing with the effects of wind on buildings and plantation so that they con describe the various mechanisms of breaking wind power.
• Identify types of atmospheric pressure • Relate atmospheric pressure with temperature and altitude • Demonstrate the pressure belts of the world • Develop the skills of measuring and recording atmospheric pressure	• Low and high pressures • Pressure belts belts and areas	• Motivate learners to identity types of atmospheric pressure. Then, supply learners with varied information of altitude, and its corresponding temperature and the related atmospheric pressure so that they can relate atmospheric pressure with a given altitude and temperature conditions. • Demonstrate the world pressure belts with their respective wind systems and make students express major pressure belts and winds. N.B Be sure that the designed activities have to be reasonable to realize all specific learning competencies stated in this part.
• Analyze the position of the sun at various latitudes at noon time of Dec.22/June 21	Latitude, overhead of sun and temperature	• Remind learners what they learnt about revolution of the earth in their lower grades to realize that the position of sun in relation to the earth varies seasonally. Then, supply them with globate and let them sate the position of sun at various latitudes of the earth at noon time of Dec22/June 21 This needs to express the angle of sun's rays at particular latitude of the earth. Giving examples and exercise with continues follow up

Competencies	***Main Contents***	***Suggested activities***
• Examine the impact of latitude on temperature • Justify the effect of altitude on the characteristics of temperature, rainfall and air pressure • Compare and contrast the condition of rainfall and temperature between places of coastal and interior areas • Express the meaning and types of ocean current • Identify the impacts of ocean currents • Recognize the effects of ocean currents on temperature & rainfall on land surfaces • Discuss the type & location of pressure belts of the world • State seasonal movements of pressure belts in relation to the apparent movement of the sun • Relate movements of planetary winds with pressure belts • Predict the impact of cloud cover on temperature	• The relationship between altitude, temperature, rainfall and air pressure • Rainfall and temperature difference between coastal and interior places • Cold and warm ocean current • Major pressure belts of the world • The relationship between planetary winds and pressure belts	of teacher can enrich the activities • Now, let students investigate the impact of latitude on temperature; and altitude on temperature, rainfall and air pressure so that they can analyze and explain the effects of latitude and altitude on elements of weather and climate. • Let learners speak what they feel beside river or other water bodies during day and at night time compared to land area far away from water body. Then make them compare and contrast the condition of temperature and rainfall of coastal and inferior areas. Learners should reason out why the differences happen. • Present a world map that shows the direction of cold and warm ocean currents students should be motivated to know what makes an ocean current cold or warm. Then students are facilitated to realize and express the impacts of each type of ocean current on temperature and rainfall characteristics of nearby and surfaces. This has to be strengthen by provides example • Help learners realize major pressure belts of the earth with the help of appropriate map. Then discuss the type and location of pressure belts of the word consider the seasonal monument of pressure sets in reaction to apparent monument of the sun. • Start the lesson by brainstorming students mention the characters of planetary winds. Then help them to relate the monuments of planetary winds with location of pressure belts.

Competencies	*Main Contents*	*Suggested activities*
• Analyse the concept of region & regional study • Demonstrate temperature zones of the world	***2.3*** **Natural regions of the earth** *(14 periods)* • Concept of region • Temperature zones and sample regions	• Motivate students to mention some of the elements they know to characterize a region administratively and mention some natural elements found in some region but absent in the other. Assist students to define a region by extracting relevant information mentioned by them to reach at sounding conclusion. • Guide students to enable them know that natural regions can also be formulated on the basis of similarities in natural conditions such as climate and natural vegetation and also to some extent similarities in human activities. • Guide students' discussions by leading students arrive at appropriate concept & definition of region. • Demonstrate temperature zones of the earth based on the Greek's classification and let students sketch the map in their exercise books to show temperature zones of the earth. The activities should enable students describe the three temperature zones and how this zonal division is made.
• Discuss the major characteristics of tropical zone(location, climate, natural vegetation, wild animals, soils and human activities • Distinguish the major sub regions of tropical zone • State the general characteristics of the equatorial rainforest and hot deserts	I. Tropical zone Major characteristic of tropical zone – Location – Climate – N. vegetation – Human activities – Sub regions A. The Equatorial rain forest region • Location • Climate • Vegetation • Human activities B. Tropical desert • Location • Climate • Vegetation • Human activities	• Let students discuss on the general characteristics of the tropical zone in small groups and then help them to distinguish the sub-regions of the tropical zone by using the world map. In addition, students are expected to make the sample studies of equatorial rainforest region and hot desert region. Assist students to demonstrate the characteristics of sample regions using world map and if possible using films showing characteristics of the region. • Present case studies of two countries: 1. Ethiopia : showing its high altitude position and its vertical climatic zonation(especially temperature distribution), and 2. Central African Republic: showing its altitudinal condition with the county's temperature distribution.

Competencies	***Main Contents***	***Suggested activities***
• Discriminate the impact of altitude on climate over the influence of latitude • Explain the major relief feature of Ethiopia	C. Ethiopia a mountainous tropical country in Eastern Africa. • Location of Ethiopia • Relief of Ethiopia	• Then, assist students to distinguish the reason of varied temperature distribution commonly observed in the two countries. In this process, students' activities have to be geared towards understanding and appreciating the role of Ethiopia's altitude in modifying the latitudinal influence over temperature. Provide them a map illustrating the location and relied of Ethiopia.
• Assess the major characteristics of temperate zone (location, climate, soils & human activities) and sub regions.	II. Temperate zone – Location, – Climate – Natural vegetation – Human activities – Sub-regions	• Present a world map showing natural regions of the world to students so that learners can locate latitudinal extension of temperate zone and sub-regions of the zone. Then, pause questions as starter to make learners discuss in small groups about the characteristics of temperate zone. Students are expected to express their ideas and convince each other by focusing on Mediterranean and coniferous forest regions. Finally, arrange bridging mechanism to link students' opinion with the desired proper lesson conclusion.
• Describe general characteristics of Mediterranean region	A. Mediterranean Region – Location – Climate – Vegetation – Human activities	• Let students discuss on the general characteristics of the temperate zone in small groups and then help them to distinguish the sub-regions of the temperate zone by using the world map. In addition, students are expected to make the sample studies of Mediterranean region and coniferous region. Assist students to demonstrate the characteristics of sample regions using world map and if possible using films showing characteristics of the regions.
• Explain the general characteristics of coniferous forest region	B. Coniferous Forest Region – Location – Climate – Vegetation – Human activities	• Present case studies of two countries/areas of the two regions. • Then, assist students to distinguish the reason of varied temperature distribution commonly observed in the two countries/areas. In this process, students' activities have to be geared towards understanding & appreciating the role of latitude for the variation of temperature.
• Recognize, the major characteristics of the Frigid zone (location, climate human activities and sub-regions).	III. Frigid zone – Location – Climate – Natural vegetation – Human activities – Sub region	• Present a world map showing natural regions of the world to students so that learners can locate latitudinal extension of Frigid Zone and sub-regions of the zone. Then, pause questions as starter to make learners discuss in small groups about the characteristics of Frigid Zone. Students are expected to express their ideas and convince each other by focusing on Tundra and Polar Icecaps. Finally, arrange bridging mechanism to link students' opinion with the desired proper lesson conclusion.

Competencies	*Main Contents*	*Suggested activities*
• Differentiate the general characteristic of Tundra and polar icecaps	A. Tundra regions – Location – Climate – Vegetation – Human activities B. Polar icecaps – Location – Climate – Vegetation – Human activities	
• Define the term ecosystem • Identify the component of ecosystem • Demonstrate interdependence in the ecosystem	**2.4** Ecosystem (2 *periods)* – Components • Biotic • Abiotic – Interdependence in the ecosystem	• Take Lake Ziway/or Alage area or other place to use as a sample for discussing ecosystem. In this discussion, let students distinguish the components of the sample ecosystem as biotic and a biotic with their interdependence. The interdependence should include the idea of the interrelationship among producers, consumers and decomposers. • Based on the discussion, lead students to arrive at proper definition of ecosystem. Besides, they should identify the components of ecosystem and describe their interdependence.
• Identify what development of transport & communication technology has brought changes in location of economic activities. • Discuss how development in transport & communication technology has brought changes in location of economic activity.	**2.5 Villagization of the world through distance time Decay** *(2 periods)* • Location of economic activities in relation to market in the past & at presents – Perishable goods production – Industrial/farming activities – Delivery of services • Location of residence of workers versus offices/factories in the past & at present • Location of industries	• Start the lesson using students' experience about the topic. Let students discuss, in small groups, and report on the contribution of modern transport and communication technology in connecting distant areas and the World itself. It is wonderful if the report is supplemented with concrete examples. Then help learners to reach at the desired conclusion through whole class discussion

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 describe the process of internal forces and list down the resulting landforms and relate them with their respective internal force; state the meaning and distinguish the types of weathering as external force; explain effects of earth quake and erosion on human made structures; identify land features resulted by chemical weathering; explain the types and characteristics of agents of erosion and the concept if deposition; relate and recognize types of erosion with various land scapes/deposited soils; explain and discuss the meaning, origin, composition, and layers of earth's atmosphere; explain weather and climate, express the concept and appraise the variation of temperature; Relate various roof structure of buildings with the type of vain fall and wind of the respective areas demonstrate how to measure and record temperature; and discuss the type and location of pressure belts of the world.

Besides; they can be able to explain and discuss the formation the condition of each element of weather and climate with the respecting factor/s of weather and climate; explain the major characteristics of selected sub-regions of each temperature zone of the world and examine the factors for characteristics of ecosystem.

In addition, a student working above the minimum requirement level and considered as higher achiever should be able to interpret temperature data and compute normal temperature lapse rate; interpret wind speed and direction from wind gradient map; assess why and how different types of winds formed in varied parts of the world; predict the phenomena caused by the overhead sun at various latitudes by proving concrete examples. Besides, they can be able to relate climatic data with respective altitude and latitude; assess types of clouds and their major characteristics that exist in different altitudes, compare and contrast varied concepts of region and regional studies; determine the type of sub regions of each zone based on the patterns of soil, climatic, vegetation and human activities; and predict what will happen if the ecosystem is affected at various levels.

Unit Three: Human Population and Economic Activities (*16 periods*)

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

- Analyze the concept of human population & the sources of population data
- Indicate the densely moderately & sparsely populated regions of the world
- Distinguish settlement patterns of world population
- Discuss the major economic activities of the world
- Recognize the importance of natural resources

Competencies	*Main Contents*	*Suggested activities*
Students will be able to: • Define the concept of human population • Discuss facts about human population • Distinguish sources of population data • Identify the densely and sparsely populated areas of the world • Discuss the settlement patterns of world population	***3. Human population & economic Activities*** **3.1 Concept and facts about human population** (3 *periods*) – Sources of population data – Distribution and settlement patterns	• Let students discuss on the concept of population in small groups and help them to distinguish between population data sources and demonstrate the densely and sparsely populated areas of the world by sketching the world map.
• List the five types of economic activities • Explain the major characteristics of economic activities • Examine how economic activities modify & transform resources	**3.2 Economic activities** **3.2.1 Classification** (6 *periods*) – Primary – Secondary – Tertiary – Quaternary – Quinary	• Motivate students to say something about the economy activities of different sectors, then give explanation of the primary, secondary, tertiary, quaternary and quinary. • Divide the class in to six gropes. Three of them are assigned to identify the relation slip among the five types of economic activates, while the other three groups different what makes each type of economic activity different from the others. Groups work results have toll be presented to the whole class so that whole class discussion can be made on the basis of the reports through the teacher's facilitation.
• Describe concept & meaning of land use	**3.2.2 Land use** (3 *periods*)	• Let the teacher depict students enlarged land use map of Ethiopia. Using the map, students are asked to tell percentage of each land use by simple mere approximation.

Competencies	***Main Contents***	***Suggested activities***
• Identify land use systems in Ethiopia • Differentiate driving forces that change land use system • Differentiate rural land use from that of urban land use	– Concept and meaning of land use – Land use in Ethiopia – Driving forces in changing land use – Rural land use versus urban land use	• Arrange students into smaller groups and discuss among themselves the dynamic forces that change the land over space and time and present to whole class. • Let students discuss and differentiate the land use system in rural and urban settings with the help of their teacher. Students have to be made explain the type and condition of land uses in rural and urban areas so that they can differentiate the differences.
• Define the concept natural resources • Classify natural resources into renewable and non-renewable	**3.3 Natural resource** **3.3.1 Concept** (2 *periods*) – Types(renewable and non- renewable)	• Let students discuss the concept of natural resources and facilitate the discussion and assist in identifying natural resources as renewable and non-renewable. At the end, let them explain the importance of natural vegetation, wild animals minerals and soil.
• State the direct and indirect uses of natural vegetation • Identify Ethiopia's common woods used for construction purposes • Select Ethiopia's woods potentially significant to furniture and other purposes. • Recognize the economic significance of wild animals • Show appreciation for the varied uses of minerals • Express the importance of soil	**3.3.2 Importance of natural resources** (2 *periods*) – Natural vegetation – Wild animals – Minerals – Soil	• Arrange small group discussions that focus on the ecological and economic importance of natural vegetation with a particular emphasis to Ethiopian's students should identify economically important Ethiopian's wood like bamboo, Eucalyptus and other indigenous tress, • Similarly, students have pair discussion about the importance of wild animals and minerals for short period of lime. They are supported to identify and understand the economic and other uses of mild animals and minerals. The result of these pair discussion will be enriched through whole class discussion • Let students explain the importance of soil in reaction to agriculture, construction, and ecological balance keeping. This can be realized through various activities like through presentation using practical examples.

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 the concept and discuss facts on human population; distinguish sources of population data; identify settlement patterns of the world and state the reasons for their variation; list the five types of economic activities and explain their major characteristics; and examine how economic activities modify and transform resource. Moreover, they can define the concept of natural resources, classify natural resources into renewable and non-renewable resources; recognize the economic significance of resources for sustainable development.

A student at a minimum requirement level will be able to defend how and why we better practice the use of natural resources wisely; and interrelate rate of population growth with economic development using the conditions of sample countries.

Unit Four: Public & Policy Related Issues in Ethiopia *(6 periods)*

***Unit Out comes*:** Students will be able to:

- Realize the prevalence and impacts of HIV/AIDS
- Accept and participate in the implementation of environmental policies in Ethiopia
- Realize the economic policy of Ethiopia

Competencies	***Main Contents***	***Suggested activities***
Students will be able to: • Analyze the global prevalence of HIV/AIDS • Explain the prevalence of HIV/AIDS in Ethiopia • Reflect the impact of HIV/AIDS in Ethiopia • Decide to join the school anti HIV/AIDS club to alleviate the prevalence of HIV/AIDS in Ethiopia	**4. *Public and policy related issues in Ethiopia*** **4.1 HIV/AIDS** *(2 periods)*	• Let students discuss the magnitude and the impact of HIV/AIDS on productive force and try to gather cases of people living with HIV/AIDS/PLWHAI. In addition let them discuss how to mitigate the impact of HIV/AIDS and rouse their interest to take part in Anti HIV/AIDS clubs.
• Adhere to the implementation of Ethiopia environmental policy	**4.2 Environmental policy** *(2 periods)*	• Let students bring the environmental policy of Ethiopia and make a discussion program on the content of the policy. Arrange the class in to different groups and assign different topics for each, then they should present the content of each topics for the class. Finally, try to invite a guest who aware of practitioner of environment and arrange a discussion forum for it. Initiate the class to participate for the implementation of the policy.
• Realize the contribution of economic policy of Ethiopia for development	**4.3 Economic policy** *(2 periods)*	• Start the lesson by motivating students to identify of newly introduced/recently strengthened economic activities and discuss the importance of these activities to development. In the middle, expose students to the elements of economic policy of Ethiopia by relating these elements to those activities by students. Then, arrange group discussions so that students express and realize the contribution of our economic policy to development.

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 the global prevalence and explain the prevalence of HIV/AIDS in Ethiopia and reflect its impact; adhere to the implementation of Ethiopia's environmental policy; and realize the contribution of economic policy of Ethiopia for development.
In addition, a student working above the minimum requirement level and considered as higher achiever should be able to decide to join the school anti HIV/AIDS club to alleviate the prevalence of HIV/AIDS in Ethiopia; design a strategy to combat the prevalence of HIV/AIDS in the school community; formulate mechanisms to implement the Ethiopian environmental policy at school level; and argue how the economic policy of Ethiopia brings the desired socio-economic changes and development for the country.