

Content and Pedagogical Standards for Grade 5-8 History Teachers

The *Social Studies Content Standards*, *Performance Standards* and Pedagogical Standards have been designed:

- To describe the disciplinary content and skills students should learn at specific grade levels;
- To help teachers create classroom instruction and authentic assessments that address a substantive core curriculum that can be applied to student successes across the disciplines; and
- To serve as the basis for statewide assessment of student and teaching competence of a teacher.

The Social Studies Standards celebrate the rich and diverse contributions of peoples of many backgrounds and emphasize our shared heritage. This document reflects the inclusion and recognition of culture as it defines individuals, groups, and societies. The standards support the learner in understanding culture as it influences all disciplines. The *Social Studies Content Standards, Benchmarks, and Performance Standards* is a spiraling framework in the sense that many skills, once introduced, develop over time. While the Performance Standards are set forth at specific grade levels, they do not exist as isolated skills; each exists in relation to others and these Social Studies Standards are for all students. *Social Studies Content Standards, Benchmarks, and Performance Standards* identify what students should know and be able to do across all grade levels 5-8. Each Content Standard is elaborated into Benchmarks that are further defined by grade level Performance Standards. They illustrate how learners at all levels continue to build and expand their knowledge by using similar skills with increasing sophistication, refinement, and independence.

Social Studies Subjet Specific & Pedagogic Standards (Grades 5 -8)

Content Standards	Knowledge	Performance (professional practice)
G—5; Bench mark A. Standard 1 Guiding learners in the study of people, places, and Settlement of Ethiopia and the Horn of Africa	Knowledge Indicators – The competent social science teacher knows and understands :1.1 The location and countries of the Horn of Africa 1.2 The history of the people and settlement of Ethiopia and the Horn of Africa 1.3 Unity and modernization 1.4 Key factors for the variation in settlement and culture	The social studies teacher • applies knowledge of people, places, and environments to facilitate students’ understanding of geographic relationship of countries of the horn of Africa. • Enables learners to identify the history of the people and the settlements of Ethiopia and the Horn of Africa; • Assists to explain the geographical, historical, political, economic and legal system contributed to unity & modernization for their region Ethiopia and the Horn. • Supports to identify Key factors for the variation in settlement and culture
G—5; Bench mark A. Standard 5 Helping learners explaining the earth and its surroundings to locate, distinguish, and describe the relationships among varying regional and global patterns of physical systems such as	Knowledge Indicators – The competent social science teacher knows and understands 2.1 Self location 2.2 The earth’s shape, movement and its effect 2.3 The effect of seasons on farming and pastoralists	Teachers guide learners to • to locate, distinguish, and describe the relationships among varying regional and global patterns of physical systems such as landforms, climate, and natural resources, and their location in the physical systems • explain the earth’s shape, movement and its effect • realize The effect of seasons on farming and pastoralists activities

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landforms, climate, and the effect of seasons on farming and pastoralists		
G—5;Bench mark A. Standard2 providing opportunities for learners to examine, interpret, and analyze interactions of human beings and their Environment: Major types and importance of natural vegetation and wild animals	Knowledge Indicators – The competent social science teacher knows and understands 3.1 Main types of natural vegetation 3.2 Importance of natural vegetation and wild animals 3.3 The effect of rapid population growth on natural vegetation and wild animals 3.4 Conservation of natural vegetation and wild animals	The y teacher guide the learners to - Identify the Main types of natural vegetation - Realize the importance of natural vegetation and wild animals - Provide opportunities for learners to examine, interpret, and analyze interactions of human beings and their physical environments, and to observe and analyze social and economic effects of environmental changes, both positive and negative concerning natural vegetation & wild animals; - Challenge learners to consider, compare, and evaluate existing uses of resources: natural vegetations and wild animals in communities, regions, countries, and the world;
G—5;Bench mark A. Standard 4 Discussing On Public Agenda /or cross-cut issues such as: Population issues, Impact of rapid population growth, Good governance, child right and safety	Knowledge Indicators – The competent social science teacher knows and understands 4.1 Population issues 4.2 Impact of rapid population growth 4.3 Good governance, child right and safety,	The competent social science teacher guides learner to: - analyze population trends, issues, and patterns. - explain the causes of, and the spatial patterns that result from, cooperation and conflict among groups and societies. - explain how human migration and rapid population growth affects physical and human systems. - Identify Good governance, child right and safety, In order to create opportunities for participation in activities to strengthen the “common good,” based upon careful evaluation of possible options for citizen action.
G—6 Bench mark B. Standard1 Realizing the Location, Settlement and People of East Africa	Knowledge Indicators – The competent social science teacher knows and understands 1.1 Location, 1.2 The people of East Africa 1.3 The protection and preservation of heritage sites and problems encountered at heritage sites. 1.4 Settlement and livelihood in East Africa 1.5. Factors for the variation of settlement and livelihood	The competent social science teacher guides learners to: - identify the location and the people of East Africa - the measure that should be taken for protection and preservation of heritage sites and problems encountered at heritage sites. - Realize Settlement and livelihood in East Africa - Identify Factors for the variation of settlement and livelihood
G-6; Bench mark B. Standard3 Analyzing how the Earth,our home/its physical processes are dynamic and interactive.	Knowledge Indicators – The competent social science teacher knows and understands 2.1 The surface of the earth 2.2 Major landforms of East Africa 2.3 Water resources in East Africa 2.4 Water and its economic use in East Africa 2.5 The atmosphere 2.6 Conventional signs and symbols	The social science teacher supports learners to: - Analyze how the Earth’s physical processes are dynamic and interactive. - Analyze the importance of ecosystems in understanding environments. - Explain and analyze how water is a scare resource in , East Africa both in quantity and quality. - Explain the dynamics of the four basic components of the Earth’s physical systems (atmosphere, biosphere, lithosphere, and hydrosphere).

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G-6; Bench mark B. Standard2 Distinguishing Natural vegetation and wild animals in East Africa& Methods of conserving water and soil	Knowledge Indicators – The competent social science teacher knows and understands 3.1 Natural vegetation and wild animals in East Africa 3.1.1 Factors that affect distribution of natural vegetation and wild animals in East Africa 3.2 Human interference and disturbance to our environment 3.3 Methods of conserving water and soil 3.4 National parks and their importance in Ethiopia and East Africa	The competent social science teacher guides learners to: • Identify Natural vegetation and wild animals in East Africa • Explain Factors that affect distribution of natural vegetation and wild animals in East Africa • Distinguish Human interference and disturbance to our environment • Realize Methods of conserving water and soil • Explain National parks and their importance in Ethiopia and East Africa
G-6; Bench markB. Standard6 Standard4 Realizing : Public Agenda/or cross-cut issues such as Population related issues, Children's rights and their safety and Partnership issues	Knowledge Indicators – The competent social science teacher knows and understands 4.1 Population related issues 4.1.1 Rapid population growth 4.2 Children's rights and their safety 4.2.1 Escaping strategies 4.2.2 Accident prone practices and safety measures 4.3 Partnership issues	The competent social science teacher assists Learners to: • Understand the relation, interconnection and interdependence between people and their natural environment • Recognize Children's rights and their safety • Explain Partnership issues •
G-7;Bench mark C. standard6 Recognizing Living in Africa (Population, Factors affecting the distribution, settlement and Livelihood)	Knowledge Indicators – The competent social science teacher knows and understands 1.1 The size, shape, and location of Africa 1.2 Latitude and longitude 1.3 Super language families and their distribution 1.4 Ancient civilization in Africa (Egypt and Carthage) 1.5 Pre-colonial states, eg. Zimbabwe, Mali, Funj i 1.6 Long distance trade as a factor connecting people in Ethiopia 1.7 Population 1.7.1 Population distribution and settlement 1.7.2 Livelihood in Africa 1.7.3 Factors affecting the distribution, settlement and livelihood	The social science teacher guides learners to • Analyze the effects of geographic factors on major events in African history. • Analyze the interrelationships among settlement, migration, population-distribution patterns, landforms, and climates in Africa • Analyze Ancient civilization in Africa (Egypt and Carthage) • .Analyze how Pre-colonial states, eg. Zimbabwe, Mali, Funj l emerged • Explain the Long distance trade as a factor connecting people in Ethiopia • Analyze the factors influencing economic activities that have resulted in African population growth, distribution and settlement • Analyze Factors affecting the distribution, settlement and livelihood • how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like; • physical and cultural patterns and their interactions; • how historical events havebeen influenced by, and have influenced, physical and

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		human geographic factors in local, regional, national, and global settings; • social and economic effects of environmental changes and crises resulting from phenomena;
G-7;Benchmark C. Standard5 Identifying Structure of the earth	Knowledge Indicators – The competent social science teacher knows and understands 2.1 Finding and using information from a map 2.2. Layers of the earth 2.3 Types and formation of rocks	Teachers guide learners to • Identify their location by constructing, using, and refining maps and mental maps, calculating distance, scale, area, and density, and organize information about people, places, regions, and environments in a spatial context; • Enable learners to use, interpret, and distinguish various representations of Earth such as maps, globes, and photographs, and to use appropriate geographic tools; • <i>Identify the three</i> Layers of the earth Explain Types and formation of rocks
G-7;Bench mark C. standa Evaluating The Eco-system and its challenge	Knowledge Indicators – The competent social science teacher knows and understands 3.1 Natural resources 3.1.1 Natural vegetation and wild animals 3.1.2 Water, soil and air 3.1.3 Intervention measures to conserve natural resources	The competent social science teacher guides learners to • Evaluate and select appropriate geographic representations to analyze and explain natural and man-made issues and problems. • Understand the vocabulary and concepts of spatial interaction, including an analysis of population distributions and settlements patterns
G-8;Bench mark standard9 Understanding The world we live in.	Knowledge Indicators – The competent social science teacher knows and understands The continents (Relative location and size of the continents) The people of the world 1.3 Population distribution and livelihood 1.3.1 Sparsely populated areas e.g. hot and cold deserts compared with major population centers in India, China, and Africa 1.3.2 Causes of the variation of population distribution 1.3.3 Livelihood in different parts of the world 1.4 Industrial revolution and its effects	A teacher of social studies guides learners identifying • the relative location, direction, size, and shape of locales, regions, and the world; • Analyze the interrelationships among natural and human processes that shape the geographic connections and characteristics of regions, including connections among economic development, urbanization, population growth, and environmental change. • Analyze how the character and meaning of a place is related to its economic, social, and cultural characteristics, and why diverse groups in society view places and regions differently. • Analyze and evaluate changes in regions and recognize the patterns and causes of those changes {Industrial revolution and its effects}
G-8;Bench mark D Standard10 Understanding Forces that	Knowledge Indicators – The competent social science teacher knows and understands 2.1 External forces and its effect on human life 2.2. Internal forces and its effect on human life	social science teacher helps learners to • Evaluate and select appropriate geographic representations to analyze and explain natural and man-made issues and problems. • Understand the vocabulary and concepts of spatial

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change the surface	2.3 Measuring distance and area on map	interaction, including an analysis of population distributions and settlements patterns
G-8;Bench mark D Standard8 understanding Human intervention in the ecosystem (the world's major natural resource types, distribution, their use and conservation and the interrelationship of natural resource with rapid population growth and with different beliefs and cultures)	Knowledge Indicators – The competent social science teacher knows and understands 3.1 Human interaction with natural resources (natural vegetation, water, air and soil) 3.2 Causes and effect of global warming	The competent social science teacher assists learners to - Analyze how the Earth's physical processes are dynamic and interactive. - Analyze the importance of ecosystems in understanding environments. - Explain and analyze how water is a scarce resource both in quantity and quality. Explain the dynamics of the four basic components of the Earth's physical systems (atmosphere, biosphere, lithosphere, and hydrosphere). - Identify Causes and effect of global warming
G-8;Bench mark D Standard11& Discussing Public Agenda/Cross cut issues such as HIV/AIDS, etc.	Knowledge Indicators – The competent social science teacher knows and understands 4.1 Population related issues 4.1.1 The role of youth in combating HIV/AIDS 4.1.2 Strategies to reduce rapid population growth 4.2. Human rights and safety 4.2.1 Gender 4.2.2 keeping out of trouble 4.3 Programmes for partnership 4.4 Globalization	The competent social science teacher assists Learners to: - Understand the relation, interconnection and interdependence between people and their natural environment - Realize Strategies to reduce rapid population growth - Recognize human rights and their safety - Explain Partnership issues & Globalization
B. PEDAGICAL GTANDARDS		
Standard 1: Social studies teachers use appropriate teaching methods to materialize content standards.		
committed to: the development of students' critical thinking, independent problem-solving and performance capabilities.	teachers know and understand how to : Indicator 1: - Plan for a variety of appropriate instructional methods, including lecture, demonstration, and modeling; small group instruction; seminars and debates; role playing and mock trials; simulations, inquiry, case studies, and analysis of primary and secondary sources. Indicator 2: - Assigns group work to foster collaborative skills, utilizing cooperative learning, participatory democracy, and service projects to develop civic responsibility. Indicator 3: Assigns visual projects for students to create and interpret political cartoons, propaganda posters, collages, models, and displays.	Teachers engage in activities to: - Identify and design instruction appropriate to students' stage of development, learning styles, strengths and needs, - Plan instruction based on knowledge of classroom, school and community culture; - Evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness for representing particular ideas and concepts - Identify strategies to create learning experiences that make subject matter meaningful

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	Indicator 4: Use technology as a tool for research, communication and managing information (e.g., word processing reports and projects, obtaining information from the Internet, using databases and spreadsheets to organize and manipulate data, constructing multimedia presentations, and communicating through electronic mail and video-conferencing).	
Standard2: SS teacher uses appropriate tools for authentic assessment in measuring the effectiveness of content standards		
Analyzes student performance using multiple sources of data, and to modify future plans and instructional techniques that promote desired student learning outcomes;	<i>teachers should possess</i> Indicator1: <i>the knowledge, capabilities, and dispositions to use formal and informal assessment strategies at the appropriate school levels to evaluate and ensure the</i> Indicator2: <i>Pedagogical Standard continuous intellectual, social, and physical development of learners,</i> Indicator3: <i>They should have knowledge to assess student learning using various assessment formats, including performance assessment, fixed response, open-ended questioning, and portfolio strategies.</i>	In assessing students the history teacher - Develops pre-assessment techniques that measure a student's background in social studies concepts. - Uses a variety of instruments, including: portfolios; written and oral reports; charts, graphs, and timelines; tests; essays; and visual projects, models, and demonstrations. - Indicator3: Utilizes diverse assessment strategies, such as student conferences, oral questioning, and authentic assessment. Valid test items that measure the knowledge and skill objectives of social studies. - Engages students in peer- and self-assessment and in the development of rubrics - Uses assessment data to evaluate teaching methods and plan future instruction
Standard 3: SS teachers develop their engagement in their schools and communities to reinforce & develop content standard		
<i>The knowledge, capabilities, and dispositions to develop as reflective practitioners and continuous learners for enhancing learning</i>	<i>teachers should possess</i> Indicator 1: <i>the knowledge, capabilities, and dispositions to develop as reflective practitioners and continuous learners in order to enhance students learning,</i> Indicator2: Knowledge & understanding the power of communication in the teaching and learning process and professional growth.	Teacher: - Involves students in activities outside the classroom and sponsors activities related directly to history. - Participates in meetings that discuss and /or establish policy. - Participates in the selection of textbooks and resource materials that augment the social studies curriculum such as maps, primary sources, and software. - Communicates with administrators concerning needs within the History Department including funds for field trips and guest speakers, materials unique to the subject, and professional development study and travel. - Establishes an inviting environment for discussing, researching, and displaying constructed knowledge about people, places, and times. - Collaborates with colleagues to strengthen history content, research, and pedagogy.

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		Invites classroom observation by other professionals both inside and outside the department and initiates professional conversations on teaching improvement. Participates in civic activities
Standard4: SS teachers grow and develop as professionals as they interact with the arming community and the resources it provides to perform content standards effectively to the maximum.		
<i>The knowledge, capabilities, and dispositions should be possessed to foster cross subject matter collaboration and other positive relationships with school colleagues, and positive associations with parents and others in the larger community to support student learning and well-being</i>	Teachers know and understand: Indicator1: The importance of meaningful parent/family involvement in education in addressing the unique student needs and the perspectives to be gained from effective school/home interactions that contribute to high-quality teaching and learning; Indicator2: The role of the school within the community and how to utilize diverse partnerships to contribute to student learning and development; and Indicator3: How to collaborate with all stakeholders regarding decision-making and the well-being of students while respecting student/family privacy and confidentiality.	Teachers engage in activities to: - Identify and utilize family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences; - Establish respectful and productive relationships and to develop cooperative partnerships with diverse families, educators and others in the community in support of student learning and wellbeing; and - Institute parent/family involvement practices that support meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities
Assessments & Testing the competence of Social Studies teacher	Three types of evidence are appropriate for determining whether professional competence of teachers meet these -- TEACHING-PROFESSIONAL- standards: 1 Programmatic Evidence 2 Performance Evidence & 3 Testing Evidence are Which all can be the result of authentic assessments. 1. Programmatic evidence provides assurance that each person recommended by a teacher education unit for teacher licensure (or certification) has been offered a reasonable opportunity to master the knowledge, practice, and engagement requisite to success as a history teacher. 2. Performance evidence has the potential of being the most powerful authentic assessment documentation that these standards are met, in that it is concerned with the degree to which individuals who are recommended for a teaching license (or certificate) are able to perform successfully all aspects of teaching responsibilities. This type of evidence that attest to teacher competence consist of the following: over-time and on-demand observations of successful teaching, video tapes and/or written records observations by observers/supervisors, evidence of successful performance by the students of the teachers being assessed, written records of the teachers' professional reflections, examples of instructional projects and teaching materials developed by the teachers, evidence of the teachers' abilities to analyze and evaluate their own teaching, instructional materials, and resources, and examples of the teachers' strategies for evaluating learning in their classrooms, effective action research and so . Two forms of performance data are: (1) evaluation results from teaching in classrooms and (2) portfolio based documentation of teaching performances. Both forms of data must address each standard and are expected to include descriptions of teaching and assessment results of the success of that teaching. Portfolios should also submit information concerning the process by and rigor with which portfolios are assessed. 3. A Testing evidence that can be provided in order to ensure at an adequate level of confidence that those who are recommended for licenses (or certificates) have the knowledge that enable them to show that they meet the expectations of standards are licensed to one of the career stages. All assessments & testing are performed according to the Guideline and National teaching Standards of MOE.	