Social studies contents for makeup class GRADE 7 and 8

Total Allotted periods :- total 42 periods

City Governments of Addis Ababa Education Bureau Curriculum development and implementation Directorate

Subject : Social studies GRADE 7					**make up class – total 32 periods**
Unit	Content	Sub content	No of periods (at normal condition)	No of condensing periods	**Competencies of the unit**
1	**Living in Africa**	*1. Living in Africa* 1.1 The people of Africa 1.2 Latitude and longitude 1.3 Super language families and their distribution 1.4 Ancient civilization in Africa 1.5 Pre-Colonial States, 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	*21 periods*	*10 periods*	**A student will be able to :** compare the size and shape of Africa with other continents, name super language families in Africa, show appreciation of Africa as home to many racial families, indicate the location of Egypt and Carthage as a center of African civilization, explain the significance of ancient civilization of Egypt, and Carthage, analyze the economic bases of pre-colonial states of Zimbabwe, Mali and Fungi, appreciate the contribution of long distance trade in Ethiopia in connecting peoples. Students should also be able to show appreciation of the architectural achievements of the pre-colonial state of Zimbabwe and discus the major factors affecting population distribution and livelihood.
2	**Structure *of the Earth***	***2.* Structure *of the Earth*** 2.1 Finding and Using information from a map 2.2 Layer of the earth	*12 Periods*	6 Periods	**A student will be able to**: Define the term map, explain the terms latitude and longitude in relation to parallel and meridians, construct the sketch map of Africa to indicate the geographical grids, describe some of the marginal information of a map, demonstrate the

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		2.3 Types & formation of Rocks			direction of points on map, describe the layers of the earth, point out the main materials of the crust i.e. continents and water bodies, identify the types and formation of rocks, explain the economic uses of rocks.
3	***3. The Eco-*** **system *and its Challenges***	***3. The* Eco-*system and its Challenges*** 3.1.1 Natural vegetation and wild animals 3.1.2 Water, soil & air 3.1.3 Intervention measures to conserve natural resources	16 periods	8	**A student will be able to :** identity the natural vegetation of Africa , distinguish the major wild animals of Africa, indicate the distribution of natural vegetation of Africa on the map, realize the importance of natural vegetation and wild animals of Africa, analyze interaction between wild animals and natural vegetation, state the major human factors affecting natural vegetation and wild life, discuss the major natural factor affecting natural vegetation, explain the relationship between human beings and water, compare and contrast the availability and scarcity of potable water in Africa , predict future threats to potable water resources in Africa , describe the causes for these threats, identify the threat to soil resources in Africa, relate the conservation of natural vegetation with the conservation of other resources, discuss how to control air and water pollution, show interest in keeping water clean for domestic use

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4	***4.*** **Public *agenda***	4.1 Population related Issues 4.1.1. prevalence & impact of HIV/Aids in Africa 4.1.2 Consequence of rapid population growth 4. 2 Issues of rights and safety 4.2.1 Fighting Child Rights Violations 4.2.2. Examples of the lack of good governance in Africa 4.3 Programmes for partnership	***17*** *Periods*	8/32	**A student will be able to :** analyze the prevalence and impact of HIV/AIDS in Africa , explain the main onsequences of rapid population growth in Africa ,write a short report on the impact of rapid population growth in their localities, explain the reasons for the lack of good government in Africa, prepare a short report on examples of good and bad local government in their areas, identify the UN document which supports children's rights , criticize child rights violations in their localities, explain how to protect him/herself from child rights violations, define what delinquency is, name the regional organizations of Africa , identify member states of the organizations , be aware of the goals of regional African organisations, discuss the formation of the OAU and its transformation to the AU.

Subject : Social studies **GRADE 8 make up class total 10 periods**					
Unit	Content	Sub content	No of periods (at normal condition)	No of condensing periods	Competencies of the unit
1	***1. The world we live in***	1.1 The Continent (Relative location & size of the continents) 1.2 The people of the world 1.3 Population distribution and livelihood 1.3.1 Sparsely populated areas 1.3.2 Causes of the variation of population distribution 1.3.3 Livelihood in different parts of the world 1.3.4 Major religions of the world 1.4 The Industrial Revolutions and its effects	**25 Periods**	**7 periods**	**A student will be able to**: copy the map of the seven continents, describe the relative location of the continents, compare and contrast the size of the continents of the world, differentiate between the highest peaks and the lowest elevations of the world, identify the major lakes and rivers of the world, identify the major languages spoken in the world, indicate using map where the major languages spoken in the world, describe the major achievements of ancient civilizations, appreciate the contribution of ancient civilizations to the present world, select the most densely and sparsely populated areas of the world, generalize the factors for the variation of population distribution in the world, realize nationalism and colonialism as impacts of Industrial revolution, identify the place where the

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					industrial revolution was started, appreciate the African response to resist colonialism, exemplify successful African resistance against colonialism, recognize the outcomes of the two World Wars, relate the emergence of new ideas with industrial revolution
2	**2. Forces that change the surface of the earth**	**2.1 External forces & its effect on human life** **2.2 Internal forces and its effect on human life** **2.3 Measuring distance and area on map**	15 periods	3 periods	**A student will be able to**: describe the external forces that change the surface of the Earth, verify the effects of erosion and deposition on land surfaces and life, describe the internal forces that change the surface of the earth, express the effects of the internal forces of the earth on land surface and human life, define a scale, name the different methods/ways/ of expressing linear scale, compute scale conversion, calculate ground distance and areas of regular shaped figures from the map.