

JSS3 CIVIC EDUCATION LESSON NOTES - THIRD TERM

Scheme of Work

SN	WEEK	TOPICS
1	WEEK 1	ELECTIONS
2	WEEK 2	IMPORTANCE OF ELECTIONS
3	WEEK 3	ELECTORAL BODIES IN NIGERIA
4	WEEK 4	FREE AND FAIR ELECTIONS
5	WEEK 5	ELECTORAL MALPRACTICES IN NIGERIA
6	WEEK 6	WAYS OF PREVENTING ELECTORAL MALPRACTICES IN NIGERIA
7	WEEK 7	DEMOCRATIC PROCESSES
8	WEEK 8	REVISION AND BECE

Civic Education In Sss3rd Term

Tom Driscoll, Shawn W. McCusker



Civic Education In Sss3rd Term:

Civic Education Richard G. Niemi, Jane Junn, 2005-05-11 Sound democratic decisions rely on a citizenry with at least a partial mastery of the rules and workings of democratic government American high schools where students learn the basics of citizenship thus ought to play a critical role in the success of democracy Yet studies examining the impact of high school government and civics courses on political knowledge over the past quarter century have generally shown that these courses have little or no effect In this important book Richard G Niemi and Jane Junn take a fresh look at what America s high school seniors know about government and politics and how they learn it The authors argue convincingly that secondary school civics courses do indeed enhance students civic knowledge This book is based on the most extensive assessment to date of civic knowledge among American youth the 1988 National Assessment of Education Progress NAEP Civics Assessment The authors develop and test a theoretical model to explain the cognitive process by which students learn about politics and they conclude by suggesting specific changes in the style and emphasis of civics teaching

Becoming Active Citizens Tom Driscoll, Shawn W. McClusker, 2022-05-24 Reimagine civic education This innovative resource provides practical strategies and technological resources for creating authentic engaging learning experiences that empower students to participate in civic discourse and action It examines the current reality of civic education in the United States and other democracies identifies why change is necessary and guides readers on how to spark interest and build skills for participating in a democratic society K 12 educators and leaders will Learn how to transform civic education to prepare students to become active and engaged citizens Discover how to weave civic instruction across the curriculum to create authentic interdisciplinary projects Explore games and other activities that enhance student engagement and understanding of civics Receive lesson examples of effective civic instruction for various grade levels and subject areas Understand how to create opportunities for teaching democratic values through productive civil discourse Contents Introduction Part I Civic Education in 2022 Chapter 1 Civic Education in 2022 Chapter 2 What Works in Civic Education Part II Modern Civic Education in Action Chapter 3 The Power of Action Civics and Authentic Experiences Chapter 4 Engagement in Civil Discourse Chapter 5 News Media Literacy for Combating Misinformation Chapter 6 Engagement Through Games Simulations and Competitions Part III Civics Lessons Across Subject Areas Chapter 7 Civics Lessons for English Language Arts and Social Studies Chapter 8 Civics Lessons for Science and Mathematics Chapter 9 Interdisciplinary Civics Experiences Epilogue References and Resources Index

Civic Education in the Elementary Grades Dana Mitra, Stephanie C. Serriere, 2015-10-16 Based on a 5 year study of an elementary school with socioeconomic diversity the authors provide an active model of civic engagement organized into three settings Classroom School and Community Each chapter includes an overview of what research has demonstrated about civic engagement in that particular space offers detailed descriptions of activities and closes with lessons for practice This case study demonstrates how putting civics at the center of the curriculum gives purpose and

motivation to traditional academic learning including tested subjects such as reading writing and mathematics As former elementary school teachers the authors focus on what is possible in schools rather than a romantic vision of what schools could be Classroom teachers school principals community members and teacher educators can use this resource to foster a deeper richer understanding of what is entailed in civic life **A Guide to Readings in Civic Education ...** Olive Thompson Cowell,1924 **Making Better Citizens** Civic Education Foundation, Cambridge, Mass,1952 **No Reluctant Citizens** Jeremiah Clabough,Timothy Lintner,2018-06-01 American democracy is at a critical crossroads Rancor division and suspicion are the unfortunate byproducts of the contentious 2016 presidential election The election also bred a measure of civic uncertainty where citizens of all ages struggle to find and define their roles within a functioning democracy No Reluctant Citizens Teaching Civics in K 12 Classrooms is designed to help social studies teachers reinforce the centrality of civic education through a series of hands on participatory and empowering activities From civic literacy to human rights from service learning to controversial issues No Reluctant Citizens Teaching Civics in K 12 Classrooms explores an array of topics that ultimately provides K 12 students the conceptual and practical tools to become civically engaged **Lessons from the Civil Rights Movement for the Long-Term Success of Service-Learning and Citizenship Education** Anthony Welch,2004 When service is linked to learning and placed at the core of the curriculum the combination opens the door to the multifaceted education we Americans want for all young people equipping them for their roles not just as learners but also as community members and workers In addition there is growing agreement that school based civic education is critical to the development of a new generation of young people with the values knowledge skills sense of efficacy and commitment that define an active and principled citizen Properly seen there are meaningful connections between service learning and civic education service learning can be a critical pedagogy for students to acquire and enhance citizenship knowledge and skills and civic education can be a critical avenue through which students connect their academic learning to serving their communities and country *Project Citizen* ,2008 This process oriented program for use in the middle grades focuses on the role of state and local governments in the U S federal system **Civic Education for Diverse Citizens in Global Times** Beth C. Rubin,James M. Giarelli,2013-10-11 This book explores four interrelated themes rethinking civic education in light of the diversity of U S society re examining these notions in an increasingly interconnected global context re considering the ways that civic education is researched and practiced and taking stock of where we are currently through use of an historical understanding of civic education There is a gap between theory and practice in social studies education while social studies researchers call for teachers to nurture skills of analysis decision making and participatory citizenship students in social studies classrooms are often found participating in passive tasks e g quiz and test taking worksheet completion listening to lectures rather than engaging critically with the curriculum Civic Education for Diverse Citizens in Global Times directed at students researchers and practitioners of social studies education seeks to engage this divide by offering a collection of work

that puts practice at the center of research and theory (Calif.), National Conference of State Legislatures, 1997

We the people-- project citizen Center for Civic Education

Foundations of Democracy Center for Civic Education, Calabasas, CA., 1993 Introduces students to the four ideas which are basic to our constitutional form of government authority privacy responsibility and justice

Civic Education David Snedden, 1923

Becoming Active Citizens Tom Driscoll, Shawn W. McCusker, 2022-05-27 Reimagine civic education This innovative resource provides practical strategies and technological resources for creating authentic engaging learning experiences that empower students to participate in civic discourse and action It examines the current reality of civic education in the United States and other democracies identifies why change is necessary and guides readers on how to spark interest and build skills for participating in a democratic society K 12 educators and leaders will Learn how to transform civic education to prepare students to become active and engaged citizens Discover how to weave civic instruction across the curriculum to create authentic interdisciplinary projects Explore games and other activities that enhance student engagement and understanding of civics Receive lesson examples of effective civic instruction for various grade levels and subject areas Understand how to create opportunities for teaching democratic values through productive civil discourse Contents Introduction Part I Civic Education in 2022 Chapter 1 Civic Education in 2022 Chapter 2 What Works in Civic Education Part II Modern Civic Education in Action Chapter 3 The Power of Action Civics and Authentic Experiences Chapter 4 Engagement in Civil Discourse Chapter 5 News Media Literacy for Combating Misinformation Chapter 6 Engagement Through Games Simulations and Competitions Part III Civics Lessons Across Subject Areas Chapter 7 Civics Lessons for English Language Arts and Social Studies Chapter 8 Civics Lessons for Science and Mathematics Chapter 9 Interdisciplinary Civics Experiences Epilogue References and Resources Index

[Essential Civic Education for Senior Secondary Schools \(SS1, SS2 & SS3\)](#) Gbenga M. Babalola, Igbinobu Chuks, 2015

Learning the Ways of Democracy Educational Policies Commission, 2012-05-12

The Civic Imperative Richard Pratte, 1988

Civic Education in Elementary Schools As Arthur William Dunn, 2015-07-08 Excerpt from Civic Education in Elementary Schools As Illustrated in Indianapolis Sir From the inception of the tax supported public school systems in the United States one of their most important functions has been to give the instruction and training necessary for the intelligent performance of the duties of citizenship Indeed this work of preparation for citizenship has been and is still one of the strongest arguments for making education a function of the State and in justification of the levying of taxes for the support of schools As the government and industrial and social life become more democratic the importance of this function of the schools becomes more evident and necessary and the means of giving the necessary instruction and training becomes keener and more general For several years the public schools of the city of Indianapolis have had a reputation for unusually good work in this direction Since example adds much to the effectiveness of theory and may be even more useful in results I requested Mr Arthur W Dunn the bureau s specialist in civic education to make a careful study of this work in these schools for the purpose

of making a concise report of its more important features This Mr Dunn was the better able to do because of the fact that he was at one time connected with the schools of Indianapolis as director of instruction and training in civics The manuscript transmitted herewith is the result of this study I recommend that it be published as a bulletin of the Bureau of Education Respectfully submitted About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books Find more at www.forgottenbooks.com This book is a reproduction of an important historical work Forgotten Books uses state of the art technology to digitally reconstruct the work preserving the original format whilst repairing imperfections present in the aged copy In rare cases an imperfection in the original such as a blemish or missing page may be replicated in our edition We do however repair the vast majority of imperfections successfully any imperfections that remain are intentionally left to preserve the state of such historical works Promising Practices in Civic Education Donald Wittmer Robinson, 1967

National Standards for Civics and Government Center for Civic Education (Calabasas, Calif.), 1994 **Civic Education in Elementary Schools As Illustrated in Indianapolis** Arthur William Dunn, 2012-08-01 Unlike some other reproductions of classic texts 1 We have not used OCR Optical Character Recognition as this leads to bad quality books with introduced typos 2 In books where there are images such as portraits maps sketches etc We have endeavoured to keep the quality of these images so they represent accurately the original artefact Although occasionally there may be certain imperfections with these old texts we feel they deserve to be made available for future generations to enjoy

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