

# MPL CIVIC EDUCATION

For Senior Secondary Schools

WAEC  
&  
NECO  
EDITION



New  
Edition

Gbenga M. Babalola

# Civic Education Text Book For Ss1

**Jin-Ying Zhang**



## **Civic Education Text Book For Ss1:**

**Civic Education for SS 1-3** Nigeria. Federal Ministry of Education, 2009      *Essential Civic Education for Senior Secondary Schools (SS1, SS2 & SS3)* Gbenga M. Babalola, Igbinobu Chuks, 2015      **Civic Education** Ibiyemi Oyeneye, Michael Onyenwenu, Robert Akaniro, 2011-01-01 Civic Education for Junior Secondary Schools is an exceptional course in Civic Education for Junior Secondary School Students The course has been written in full compliance with the Basic Education curriculum provided by the Nigerian Educational Research and Development Council and should fully equip the students for the Junior Secondary School Examination Every book in the course has been written in simple language to make it easy for the JS Students to understand Each topic in every book has been fully developed with examples the students can easily grasp and identify with Very clear apt pictures have also been used to illustrate the lessons in the books The authors are highly experienced teachers and WAEC NECO examiners who have also authored several highly successful Secondary School textbooks      *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      **The Civic Textbook** Aleksandar Saša Zeković, 2005      *Jss Civic Education* Ibiyemi Oyeneye, Michael Onyenwenu, Robert Akaniro, 2013-08-26 Civic Education for Junior Secondary Schools is an exceptional course in Civic Education for Junior Secondary School Students The course has been written in full compliance with the Basic Education curriculum provided by the Nigerian Educational Research and Development Council and should fully equip the students for the Junior Secondary School Examination Every book in the course has been written in simple language to make it easy for the JS Students to understand Each topic in every book has been fully developed with examples the students can easily grasp and identify with Very clear apt pictures have also been used to illustrate the lessons in the books The authors are highly experienced teachers and WAEC NECO examiners who have also authored several highly successful Secondary School textbooks      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 **We the People** ,2003 Introduces the history and principles of constitutional democracy Teacher s edition includes performance assessment materials and a bibliography of children s literature *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

**The Future of Civic Education** Elizabeth Yeager Washington,Keith C. Barton,2024-10-01 Speaking to the need to move beyond traditional formulations this textbook presents radical visions for transforming civic education in the United States Drawing on the experience of educators and scholars including those rooted in feminist queer abolitionist global and race conscious perspectives this work offers new practical ideas for civic education reform Responding to recent political crises many scholars educators and public commentators have called for a rebirth of civic education but these all are grounded in the premise that the goal of civic education should be to teach students about the U S Constitutional system and how to operate within it This book argues that the U S governmental system including the Constitution is infused with racist and anti democratic premises and procedures It asks How can we seek a new path one that is more democratic more equitable and more humane A diverse range of leading civic educators who are willing not just to push the boundaries of civic education but to operate outside its assumptions altogether explore what future possibilities for civic education might look like and how these innovative ideas could be implemented in the classroom Combining theory with practice *The Future of Civic Education* will be important reading for those studying or researching in social studies methods social studies issues citizenship and civic education It will also be beneficial to social studies teachers at elementary and secondary levels as well as policymakers and non governmental organizations NGOs **Fundamentals of Civic Education** Engida Kassaye Amare,2003

**Current British Journals** ,1986 **The New Civics** Roscoe Lewis Ashley,1921 **Local Civics with National Purpose** J. Spencer Clark,2021 This book examines the development of civic education in the United States through the lives of two teachers at Shortridge High School SHS in Indianapolis around 1900 After situating civic education at the turn of the century the book describes the career of Laura Donnan her influences teaching extracurriculars and civic life through the lens of her unique epistemology shaped by negotiating the gendered ideologies of her era Then the book re examines Arthur W Dunn s career focusing on his ten years at SHS and the influence of Donnan on his popular community civics curriculum and subsequently the 1916 report *The Social Studies in Secondary Education* Previous scholars have overlooked Dunn s time

at SHS viewing it simply as a stepping stone for the progressive educator's career. This book argues that Dunn's time at SHS was pivotal to his career due to influential colleagues primarily Donnan. To conclude, Clark discusses the implications of Donnan's epistemology in shaping civic education in the United States. *Project Citizen: We the People*-- Project Citizen, Center for Civic Education (Calif.), National Conference of State Legislatures, 2010. **The New Civics** Roscoe Lewis Ashley, 2023-07-18. This book is a textbook on civics and government for secondary school students. Ashley provides an overview of the structure and functions of government at the local, state, and federal levels, as well as an introduction to key concepts in citizenship and political participation. The book incorporates case studies and real-world examples to illustrate the practical application of these concepts. This work has been selected by scholars as being culturally important and is part of the knowledge base of civilization as we know it. This work is in the public domain in the United States of America and possibly other nations. Within the United States, you may freely copy and distribute this work as no entity, individual, or corporate has a copyright on the body of the work. Scholars believe, and we concur, that this work is important enough to be preserved, reproduced, and made generally available to the public. We appreciate your support of the preservation process and thank you for being an important part of keeping this knowledge alive and relevant. 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. *We the People*, 2016. **The New Civics** Education Commission of the States, 2013. Preparing students to be engaged, productive citizens is one of the foundational purposes of public education in the United States. Thomas Jefferson, John Adams, Horace Mann, to name a few, all espoused free, universal public education as the key element that was necessary to maintain the integrity of the American republic over time. Public schools remain as the best avenue to ensure that citizens possess the knowledge, skills, and dispositions needed for productive participation in civic and political life. While the role that civic education plays in public schools has been reduced somewhat in the last 50 years, the civic education field has continued to make significant strides in identifying best practices for civic education. Today's best practices for civic learning are widely divergent from the textbook-based high school civics classes that were dominant 25 years ago. We now know that active civic learning, as opposed to flat

civic learning is essential to meeting the civic purposes of public education This issue of The Progress of Education Reform provides a close look at the new civics how it differs from previous practices what it includes how it is supported by research and its implications for policy Contains 5 tables 8 resources and 25 endnotes      *Themes in Civic Education (Book 1)* Maro Kigho-Oyolo, 2021-05-07 This book is a response to the introduction of Civic Education to Schools in Nigeria and the need for a comprehensive text on the subject Themes in Civic Education Book one is a well researched text that is in accordance with the Nigerian government approved syllabus for Senior Secondary Schools Nonetheless it is robustly written to give the reader an all encompassing understanding of the topics treated The approach adopted will also be appealing even to students in tertiary institutions across Nigeria It is basically a study text Each chapter begins with a list of topics and sub topics to be expected in the body of the work There is also a study outcome session that is meant help the student to fix in mind the objective of each chapter The realization that no subject can be adequately understood unless a person understands the vocabulary used has led to the inclusion of terms to know session at the beginning of each session The essence is to help the reader to be thoroughly familiar with the vocabulary of each chapter It would do a lot of good for the student to note such words Another advantage of the terms to know session is that it helps to improve the student s general vocabulary Another feature of this text is that each chapter ends with a summary and review questions that are meant to test the student understanding of each chapter It is my hope that all students and Teachers of Secondary Schools across Nigeria will find this text a very useful study and resource material Students in tertiary institutions who take elective courses that deals with the themes covered in this book will also find it very enlightening Find below the topics covered in this volume

**CHAPTER ONE INTRODUCTION TO CIVIC EDUCATION** Meaning and Need for Civic Education Objectives reasons for Civic Education in schools Importance of Civic Education

**CHAPTER TWO VALUES AND COMMUNITY SERVICE** Definition of Values and Sources Types of values Basic Human values justice selflessness Honesty Integrity faithfulness self control Acceptable societal values Expectation Differences in individual values and the importance of values Opportunity to defend oneself Community services and their values Practical involvement in community services

**CHAPTER THREE HIV AIDS** Meaning of HIV AIDS and its Differences Cause drivers and modes of transmission of HIV AIDS Signs symptoms and effects of HIV AIDS Preventive measures of HIV AIDS Stigmatization of PLWHA people living with HIV AIDS

**CHAPTER FOUR YOUTH EMPOWERMENT** Youth Empowerment Definition Youth empowerment skills Self Knowledge skills Work Skills Managing Money skills Problem solving skills Communication skills Living skills Relationship skills Leadership skills Artistic skills Manipulative skills Importance and Benefit of Youth Empowerment Skills

**CHAPTER FIVE CITIZENSHIP EDUCATION** Definition of citizenship Citizenship as a legal status as a political status as a distinct source of identity Acquisition of citizenship Dual Citizenship and Forfeiture Deprivation of Citizenship by Naturalization Only Deprivation of Citizenship by Registration and Naturalization Renunciation of Nigerian Citizenship Citizenship Education Goals of

Citizenship Education Various Laws and Rights of Individuals CHAPTER SIX GOVERNMENT AND NATIONALISTIC ROLES  
Meaning of government Functions of government Systems of government Nationalistic roles of certain individuals CHAPTER  
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Constitutional Democracy Liberal Democracy Direct Democracy Inclusive Democracy Participatory

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