#### SECOND TERM SCHEME OF WORK FOR SS1 CIVIC EDUCATION

- 1. Democracy: meaning/definition of Democracy
  - a) Origin and types of Democracy
  - b) Characteristics of Democracy
  - c) Explain the meaning of representative democracy
  - 2. Rule of law: meaning/ definition of rule of Law
    - a) Element or attributes of rule of Law
    - b) Characteristics of rule of Law
    - c) Advantages and Limitations of rule of Law
  - Rule of law continues:
    - a) Rule of majority and protection of minority
    - b) Explain maximum liberty to the benefit of the citizens.
  - 4. Major pillars of Democracy:
  - 5. Federalism: meaning/definition of federalism
    - a) The three tiers of government
    - b) Constitution divides government powers into:
    - c) Advantages and disadvantages of federalism.
  - Citizens responsibility: meaning/ definition of citizen.
    - a) Duties and responsibilities of citizens
    - b) Requirements to become a citizen (acquisition)
  - Political parties and freedom of the press: meaning/definition of political party and their functions.(a) Party system: parties of 1<sup>st</sup>, 2<sup>nd</sup> and 4<sup>th</sup> republic.b)The press and its function. INEC.

8. UDHR: meaning and definition of UDHR.(a)Brief history of UDHR.(b)

The thirty (30) articles of UDHR.

9. Core

freedom of UDHR. Meaning of seven core freedom of UDHR.

10. Roles of individual and groups in UDHR e.g. Advocacy through print and electronic media awareness, etc. 11.Roles of

Government in UDHR e.g. enactment of law, Establishment of agencies like NAPTIP etc. 12. Revision and examination.

# **Civil Education Scheme Of Work Ss1**

**Murray Print, Dirk Lange** 

#### **Civil Education Scheme Of Work Ss1:**

Civic Education for SS 1-3 Nigeria. Federal Ministry of Education, 2009 **Health and Social Service Journal**, 1974 New\_Society ,1970 **The British National Bibliography** Arthur James Wells,1979 **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 Civic Education in the Elementary Grades Dana Mitra, Stephanie C. Serriere, 2015-10-16 Based on a 5 Resources Index 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 **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 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 for Integrating Civic Responsibility Into the Curriculum Karla Gottlieb, Gail Robinson, 2006-06-30 From Preface This curriculum guide evolved from a national service learning project of the AACC Recognizing that an intentional civic responsibility component was missing from many service learning initiatives AACC selected six colleges from around the country to participate in a pilot project whose purpose was to identify service learning strategies to boost civic engagement and foster civic responsibility among community college students **Schools, Curriculum and Civic Education for** Building Democratic Citizens Murray Print, Dirk Lange, 2012 How can schools and the school curriculum contribute to building democratic citizens This is a major question posed by governments educational systems schools teachers and researchers around the world One important way is to identify the competences needed for preparing democratic citizens and incorporate these within both the formal and informal school curriculum Another question must then be posed what competences do young citizens need to be considered as active and engaged in modern democracies In 2011 an invited research symposium of leading civic and political educators and social scientists from across Europe met in Hannover

Germany to consider this key concern facing Europe today In examining the above questions the symposium addressed two significant issues 1 Identify key competencies required for active citizenship of young people in Europe of the future 2 Translate those competencies to school based activities in the form of curricular and pedagogical strategies The publication Civic Education and Competences for Engaging Citizens in Democracies addressed the first issue and this volume addresses the second issue Through discussion in the invited symposium previously prepared papers and participation in a modified Delphi Technique the participants have prepared chapters for this book The chapters of this book represent the contribution of the participants before during and after the symposium with opportunities for review and reflection about competences for democratic citizenship and the role of schools and the curriculum Murray Print and Dirk Lange are professors from the University of Sydney and Leibniz University of Hannover respectively and are national leaders in civics and citizenship education in their respective countries They have brought together a group of leading European civic and citizenship educators from different academic fields to explore the key issue and to identify the competences for young people to become active and engaged European citizens Curriculum for Justice and Harmony Keith C. Barton, Li-Ching Ho, 2021-09-24 This book argues that the curriculum must prepare young people to take action on issues of justice and harmony societal ideals that are central to all communities Effective action depends on deliberation characterized by emotional commitment collaborative problem solving and engagement with diverse perspectives and forms of expression Civic Engagement Across the Curriculum Richard M. Battistoni, 2017-01-27 Civic Education Across the Curriculum offers faculty in all disciplines rationales and resources for connecting their service learning efforts to the broader goals of civic engagement Campuses promoting engagement are beginning to tie service learning practices to their civic mission of preparing students for participation in a diverse democratic society. There are however few resources for faculty especially those in fields not traditionally linked with civic education to think about how civic engagement might be incorporated into their own disciplinary perspectives and course goals This volume distills a wide range of disciplinary perspectives on citizenship into usable conceptual frameworks It provides concrete examples of course materials exercises and assignments that can be used in service learning courses to develop students civic capacities regardless of disciplinary area This volume will assist faculty in their own curricular work as well as enable them to combine their individual initiatives with others across their campus

Local Civics with National Purpose J. Spencer Clark, 2021-02-03 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 Becoming Active Citizens Tom Driscoll, Shawn W. McCusker, 2023 Objectives and Procedures in Civic Education Charles Clinton Peters, 1930 Teaching Civic Engagement Across the Disciplines Elizabeth C. Matto, Alison Rios Millett McCartney, Elizabeth A. Bennion, Dick W. Simpson, 2017 **Best Practices in Civic Education** Amy K. Syvertsen, 2008-07 The power of civic educ CE to elicit positive student outcomes has been documented However the field is only now beginning to understand the causal processes that bring about these positive changes in young people The Civic Mission of Schools lays out 6 promising approaches to CE which emphasize the need for instruction that is relevant to young people provides opportunities for practice and moves beyond rote learning praxis These approaches to CE yield positive lasting outcomes in students The goal of this project is to examine the association between activities regularly used in CE courses e g staging a mock election and their impact on key student outcomes This will provide evidence supporting best practices in CE Illus Law as Civic Education Ariel J. Liberman, 2025 If a civics education is the essential foundation for a functioning discursive democracy how should it be taught This book offers an innovative solution arguing that far from abandoning the often grand promise of civic education as a means of cultivating reasoning skills and democratic character we should embrace it and proposes a reimagined civics education based on teaching students in primary and secondary school law and legal reasoning Drawing on a range of theoretical disciplines law philosophy ethics sociology psychology and moral educational and child development theory this monograph justifies the benefits of law learning as a form of character and civic education and offers historical and comparative educational examples to show what is possible It demonstrates how legal teaching can be incorporated into K 12 curriculum and argues that such training can be transformative guiding students to become citizens capable of meeting the demands of democracy citizens with stronger reasoning skills a motivation to self examine their values and beliefs and bring them into conversation with social values and an ability to effectively navigate political institutions and participate in public discourse This compelling and deeply original work will be of interest to scholars and educators in the fields of civic education character and virtue education legal studies and philosophy of education Provided by publisher Curriculum for Civic Education ,2012 Making Informed Choices, 2002

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