

SSS2

Civic Education

Scheme Of Work

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Civic Education Scheme Of Work For Sss2

Tom Driscoll, Shawn W. McCusker



Civic Education Scheme Of Work For Sss2:

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

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

Civic Education in the Elementary

Grades Dana Mitra, Stephanie C. Serriere, 2015 As former elementary school teachers the authors focus on what is possible in schools rather than a romantic vision of what schools could be Based on a 5 year study of an elementary school this book shows how civic engagement can be purposive and critical a way to encourage young people to examine their environment to notice and question injustices and to take action to make a difference in their communities and school Focusing on the intersection of student voice and critical inquiry the book describes how to embed civic engagement into curriculum school decision making processes and whole school activities Chapters provide an overview of what research has demonstrated about civic engagement at the classroom school and community levels including detailed descriptions of activities and lessons for practice 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 Book Features A vivid portrait of a typical public school that wants to do more than teach to the test An examination of the conditions that enable young people to participate in democratic practices including identifying and questioning injustices Concrete examples of student voice and critical inquiry in classroom contexts Practices and activities that encourage children to get along with others exchange perspectives and work across differences Offers a suggestive range of evidence that high quality civic engagement initiatives can enhance students academic social and emotional engagement It reveals the nitty gritty of how experienced teachers can enable children who are immersed in meaningful civic work also to engage more deeply with mathematical problem solving peer collaboration literacy and social studies learning and development of empathy and mutual trust From the Foreword by Meira Levinson Mitra and Serriere show us not only that elementary aged children are capable of civic engagement but how such engagement can be nurtured in the classroom Children can be active civic participants this book demonstrates both the power of this idea and how we might accomplish this essential task Beth C Rubin Rutgers University *A Practical Guide 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 **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

Objectives and Procedures in Civic Education Charles Clinton Peters,1930

Becoming Active Citizens Tom Driscoll,Shawn W. McCusker,2023

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

The Civic Education of American Youth Policy Research Project on Civic Education Policies and Practices,Kenneth W. Tolo,1999

Civic education plays an essential role in strengthening the democratic society preparing informed citizens and promoting their participation in the civic life of their communities

This project explores state K 12 civic education policies and related requirements nationwide as well as factors that shape K 12 civic education policies and practices in school districts and schools

The first two chapters of this report provide the national and state contexts for content standards in core subject areas including civics review state constitutional provisions and statutes that promote civic education and examine how social studies standards assessment teacher certification and other state policies build on these provisions and statutes

Recognizing the centrality of state standards chapters 3 through 5 examine the extent to which the civics content in state standards promotes civic dispositions civic intellectual skills and civic knowledge respectively

Chapters 6 through 11 examine several influences on civic education at the district level standards instructional materials assessment professional development extracurricular and co curricular activities and individuals organizations and funding

Chapter 12 provides recommendations for developing sustainable state and school district civics commitments that ensure systematic attention to civic education in grades K 12

Key findings from the project report are included as are extensive chapter notes and 47 tables of data

Seven appendices contain additional information

BT

Teaching Civic Engagement Across the Disciplines Elizabeth C. Matto,Alison Rios Millett

McCartney,Elizabeth A. Bennion,Dick W. Simpson,2017

Teaching Civic Literacy Projects Shira Eve Epstein,2014-09-01

This practical resource shows teachers how to enact robust forms of civic education in today s schools

Both instructive and thought provoking it will inspire teachers to craft curricula addressing a wide range of genuine civic problems such as those related to racial discrimination environmental damage and community health

Dividing civic literacy projects into three key

phases problem identification problem exploration and action the author provides concrete examples from upper elementary middle and high school classrooms to illustrate and analyze how each phase can unfold The projects ultimately provide opportunities for youth to participate in civic life while they develop essential literacy skills associated with reading writing and speaking The final chapter outlines a curriculum design process that will result in coherent and meaningful civic literacy projects driven by clear goals It includes practical tools such as a sample unit timeline an assessment chart and student worksheets that can be modified for immediate use *Best Practices in Civic Education* Amy K. Syvertsen, 2008-07 The power of civic education 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

Civic Education in the Age of Mass Migration Angela M. Banks, 2021-08-13 This important book offers a more inclusive approach to preparing students to be responsible participants in a democratic society Civic education generally operates through the lens of citizenship where students learn what good citizenship is and what good citizens do Yet the citizenship lens fails to identify the wide range of school children and their families who participate in economic political and social life *Civic Education in the Age of Mass Migration* examines the exclusionary aspects of citizenship and offers democratic societies an alternative approach that includes all long term residents regardless of citizenship and immigration status Banks reimagines a civic education curriculum that gives students the knowledge and skills they will need to assist the United States in becoming a more perfect union Book Features A brief overview of the history of civic education and why citizenship status and immigration status should be explicitly addressed An examination of the economic political and social forces shaping immigration law A new way to conceptualize membership based on three principles popular sovereignty participation and the jus nexi principle Classroom activities and discussion questions to help civic educators incorporate the idea of citizenship boundaries into their curriculum **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 A Guide to Readings in Civic Education Olive Thompson,1922

Education for Civic Engagement in Democracy ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.,2000 This collection of essays and references addresses the problem of the disengagement in public affairs and politics by U S youth and young adults The collection brings together evidence of youth disengagement and reports on promising practices for civic education Several chapters are devoted to research findings on the impact of service and service learning and to programs that connect service to politics and public life Other chapters explore methods to counter cynicism and lack of information or misinformation about political processes and public officials Essays in the collection are 1 Introduction to Education for Civic Engagement in Democracy John J Patrick 2 Political Apathy and Avoidance of News Media among Generations X and Y America s Continuing Problem Stephen Earl Bennett 3 Service Learning and Civic Education Richard M Battistoni 4 Service Learning and Civic Education in the Schools What Does Recent Research Tell Us Mary A Hepburn 5 Civic Education as a Craft Not a Program Harry C Boyte 6 Effects of Public Deliberation on High School Students Bridging the Disconnection between Young People and Public Life Iara Peng 7 Education for Citizenship Promising Effects of the Kids Voting USA Curriculum Steven Chaffee 8 We the People Project Citizen Herbert M Atherton 9 Improving Civic Education The Dirksen Congressional Center Frank H Mackaman Andrea Schade 10 The Public Service Academy John G Stone III 11 Why Should the Young Desire a Career in Government or Consider Running for Office Susan A MacManus and 12 Building Trust in Representative Democracy Jan Goehring Karl Kurtz Alan Rosenthal Appendixes contain resource guides the American Political Science Association s articulation statement and a declaration of the National Alliance for Civic Education BT *Conducting School Civic Club Activities* New York (N.Y.). Board of Education. Bureau of Curriculum Research,1962 *A Guide to Readings in Civic Education ...* Olive Thompson Cowell,1924 *Guidelines on Civic Education in Schools* Hong Kong. Curriculum Development Committee,1985 **Perceptions of Implementation of Civic Education**

Curriculum in a Suburban School District Sheena Rachel Jacob,2020 The purpose of this qualitative research study was to explore and develop an understanding of teachers and coordinator perceptions of a civic education and to analyze how the program was implemented in a suburban school district This qualitative case study explored the experiences of one school district s civic education program and was informed by interviews observations and documents The researcher interviewed a K 12 social studies coordinator and two teachers The researcher also observed four civic education classes within the school district Finally the researcher analyzed documents that comprised the syllabus for the 12th grade Civic courses student work from 12th grade Civics courses and activities and lessons from 5th grade classes The specific research questions were 1 What are the perceptions of the implementation of a civic education program for the K 12 social studies curriculum in a

suburban school district and 2 How is the civic education program in K 12 social studies implemented The study conclusions identified the following themes civic engagement which incorporates student activities within allotted instruction time and outside of school time that promotes students active participation and collaboration with local and school officials on issues concerning students and community civic identity and commitment which involves implementing a program where all stakeholders building and central administrators teachers community members are all committed and supportive civic knowledge which involves the ability to understand what civics means and to implement the curriculum within the time allotted for the subject social studies to be taught and civic contexts structures which involves having students demonstrate the ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic goal From the study s conclusions it is evident that the allocation of appropriate and sufficient resources in addition to district and community support is essential to ensure that civic education is successfully implemented in K 12 schools Future research can add to these findings by exploring how districts can implement a K 12 civic education curriculum for all students including analyzing short and long term effects of implementing such a program at the local state and national levels

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