

# SS2 CIVIC EDUCATION LESSON NOTES - FIRST TERM

## Scheme of Work

SN	WEEK	TOPICS
1	WEEK 1	CITIZENSHIP EDUCATION
2	WEEK 2	DUTIES AND RESPONSIBILITIES OF CITIZENS
3	WEEK 3	SKILLS NECESSARY FOR THE PRESERVATION OF OUR TRADITIONS, BELIEFS AND CUSTOMS IN NIGERIA
4	WEEK 4	NATIONAL CONSCIOUSNESS
5	WEEK 5	CAPITALIST DEMOCRACY
6	WEEK 6	HOW POLITICAL PARTIES COMPETE FOR POWER THROUGH ELECTIONS
7	WEEK 8	POVERTY AND ITS EFFECTS
8	WEEK 9	POLITICAL APATHY
9	WEEK 10	REASONS WHY LEADERS FAIL TO PROTECT THE INTEREST OF THEIR FOLLOWERS

# Ss2 Civic Education Topics

**Richard G. Niemi, Jane Junn**



## Ss2 Civic Education Topics:

People Management ,2002      **The Musical Times** ,1973      *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      *Civic Education* David Snedden,1922      **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      *The Civic Education Project* ... Educational Research Corporation,Educational Research Corporation. Civic Education Project,1948      **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 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

The Teaching of Civics William John Cooper, 1917

**Civic Education and the Future of American Citizenship** Elizabeth Kaufer Busch, Jonathan W. White, 2013 Lack of civic knowledge ignorance about the U S Constitution and general ambivalence about education threaten the fiber of this nation The remedy to this malaise advocated in various ways by a diverse group of contributors is a well rounded liberal education that prepares

*Civic Education Workshop*, 2002 On June 10-13 2002 the University of Florida and the Reubin O D Askew Institute sponsored a Civic Education Workshop in Gainesville Florida The topic has relevance throughout the country and particular significance in Florida where the constant flood of newcomers into the state has made civic education essential Those who arrive from other areas of the country and from other parts of the world have a limited understanding of Florida s history and its government This lack of knowledge weakens the state s democratic institutions and its ability to address Florida s immediate and long term needs The purpose of this workshop was to assist area high school government teachers and through them to help students understand the political heritage of this state and the nation and the critical issues facing the future of both Specifically the workshop provided teachers with information about the federal system of government in the United States public policy development Florida s political heritage voter behavior campaigns and political communication and new ways of teaching these subjects in the classroom Teachers received information on civic education resources from a variety of sources including the Internet and were provided a forum to discuss common issues and concerns related to civic education instruction David Colburn Provost and Senior Vice President University of Florida Page 2

**Civic Education** Susan Douglas Franzosa, 1988

**Citizenship** Diana L. Reische, American Association of School Administrators, 1987 The central question of this book is

how can schools that are already overloaded with assignments from society find the time and techniques to produce effective citizens Six chapters examine this problem Chapter 1 documents the need for civic education and the problems related to providing an effective civic education Chapter 2 explores the many different interpretations of citizenship education and determines that it stems from all educational experiences A discussion of the different content areas and approaches associated with citizenship education is presented in chapter 3 State mandates and the place of citizenship education in the elementary junior high and high school curricula are outlined in chapter 4 Methods of providing hands on experience to students through youth participation programs are outlined in chapter 5 The concluding chapter discusses ways to use the bicentennial celebration to revitalize citizenship education A five page list of references is provided and the book concludes with 21 recommendations for strengthening civic education SM      **Making Better Citizens** Civic Education Foundation, Cambridge, Mass,1952      **Civics for the World to Come** Nicole Mirra,Antero Garcia,2023-07-25 Help students use their voices to build an equitable and just society Years of political violence and protests against injustice have revived interest in teaching civics in schools The problem Civic education as it currently exists privileges systems not students It promotes incremental change within a broken democracy rather than responding to the youth led movements that call for the abolition of inequitable social structures What will it take to prepare young people for the just future they are fighting for Civics for the World to Come offers educators a framework for designing the critical civic education that our students deserve Synthesizing perspectives on democratic life from critical race theory ethnic studies Afrofuturism and critical literacy the book presents key practices for cultivating youth civic agency grounded in equity and justice The authors explore five world building civic skills Inquiry Storytelling Imagination Networking and Advocacy and introduce readers to real learning communities where students and educators are transforming themselves and society      **Teaching Civics in Unstable Times** Andrew Tripodo,2021-11-10 American political culture runs through civics classrooms and the degraded dialogue and scorched earth partisanship that has defined modern American politics is an indicator that all is not well in our nation s schools Teaching Civics in Unstable Times Guidelines for Defining We in American Democracy offers a fresh expansive view of what civic education can look like in K 12 classrooms and presents three strategies to help teachers curriculum writers and administrators turn their schools into laboratories for democracy that train young people for the moral and intellectual challenges of democratic citizenship This book defines democracy as a way of life that is characterized by frequent public engagement stubborn open mindedness and rigorous debate Our democratic government depends on our citizens leading a democratic life and civic education s chief priority is to teach young people how to do so Civic curriculum has spent decades obsessing over names and dates that fail to give students a sense of their vaunted place in our governing system This book presents three strategies for teaching civics that invest young people in our shared grand experiment in self government and prepares them to lead our nation towards a politics that is more compassionate inclusive and inspired      *The Morality of*

*Democratic Citizenship* Robert Freeman Butts, 1988 In recent years a number of political and educational leaders and groups have urged the nation's public schools to place a greater emphasis on teaching civic values and on educating students to become citizens This book puts forth the civic values and ideas that schools should be teaching The volume is not a handbook or curriculum guide but is designed to broaden the perspective of curriculum specialists textbook authors teachers and educational policymakers In the first three chapters of this four chapter book the study of and learning about history the study and learning about constitutional principles and the study and learning about conceptions of citizenship are examined The final chapter offers a set of 12 ideas and civic values that should suffuse teaching and learning in the schools These 12 values are justice equality authority participation truth patriotism freedom diversity privacy due process property and human rights DB

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

**Citizenship Through Education** Clyde B. Moore, 1929

*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

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