

2 CIVIC EDUCATION (SS 2)
Answer all questions in this section

1. Imposition of curfew by government may lead to deprivation of citizens'
 - A. Freedom of movement
 - B. Freedom of voting
 - C. Freedom of form political parties
 - D. Freedom of criticize government
2. One of the following is not a core value in Atlantic Hall School
 - A. Fairness
 - B. Integrity
 - C. Holistic Learning
 - D. Excellence
3. The full meaning of NAFDAC is:
 - A. Nigerian Agency for Food and Drug Administration and Control
 - B. National Agency for Food and Drug Administration and Control
 - C. Nigerian Agency Food and Drug Administration and Control
 - D. Nigerian Authority for Food and Drug Administration and Council
4. When a tumor is non-cancerous, it is said to be
 - A. benign
 - B. malignant
 - C. COPD
 - D. None of the above
5. Which of these statements is correct?
 - A. All rights are not equal in importance
 - B. Rights are divisible
 - C. All rights are equal in importance
 - D. Some rights are not essential
6. Responsible fathers should do all these except:
 - A. Discipline the erring children
 - B. Engage their children in child labour
 - C. Provide basic needs for the family
 - D. Defend the family
7. Fundamental Human Rights include all these except:
 - A. Right to personal liberty
 - B. Right to violent protest against government policies
 - C. Right to peaceful assembly and association
 - D. Right to freedom from discrimination
8. Which of these is not allowed under right to peaceful assembly and association?
 - A. Freedom to join political parties
 - B. Freedom to form religious association
 - C. Freedom to form secret societies and cults
 - D. Freedom to form social cultural association
9. Right to freedom from discrimination due to physical and mental disability, gender, etc can be grouped under
 - A. Last generation rights
 - B. Second generation rights
 - C. Third generation rights
 - D. First generation rights
10. A ban on public assembly will limit:
 - A. Right to peaceful assembly and association
 - B. Right to speak against the government
 - C. Right to move at odd hours
 - D. Right to participate in politics
11. Parents are expected to teach their children all these except:
 - A. Integrity
 - B. Honesty
 - C. Embezzlement
 - D. Patriotism
12. Which of these is not a hard drug?
 - A. Cocaine
 - B. Heroin
 - C. Opium
 - D. Paracetamol
13. Which of these is not one of the street names for psilocybin?
 - A. Weed
 - B. Magic mushroom
 - C. Purple passion
 - D. showrooms
14. The first drug law in Nigeria was made in:
 - A. 1966
 - B. 1996
 - C. 1976
 - D. 1967
15. Which of these cannot be classified under security-oriented rights?
 - A. Right to fair compensation

Topics In Civic Education For Ss2

Beth C. Rubin, James M. Giarelli



Topics In Civic Education For Ss2:

The Musical Times ,1973 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 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

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 **People Management** ,2002 *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 **Nursing Times** ,1988-07 *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 *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

Education for Citizenship Grant Reeher, Joseph Cammarano, 1997 This book addresses the challenge of education for citizenship at a specific concrete level It offers examples of efforts to create among our students a new set of what Tocqueville called mores or culturally defining habits of the heart which will enhance citizenship foster a sense of connectedness to a community stretching beyond the university and ultimately support the practices basic values and institutions necessary for the democratic process Nursing Times, Nursing Mirror ,1988 *Civic Education* David Snedden, 1922

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

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

Project Citizen Level 2 Student Textbook ,2010 *Making Civics Count* David E. Campbell, Meira

Levinson, Frederick M. Hess, 2012-10-01 By nearly every measure Americans are less engaged in their communities and political activity than generations past So write the editors of this volume who survey the current practices and history of citizenship education in the United States They argue that the current period of creative destruction when schools are closing and opening in response to reform mandates is an ideal time to take an in depth look at how successful strategies and programs promote civic education and good citizenship Making Civics Count offers research based insights into what diverse students and teachers know and do as civic actors and proposes a blueprint for civic education for a new generation that is both practical and visionary **Civic Education** Susan Douglas Franzosa, 1988 **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 **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 Civic Republicanism and Civic Education A. Peterson, 2011-04-12 This book critically explores civic republicanism in light of contemporary republican political theory and the influence of republican models of citizenship in recent developments in civic education across a number of Western nations

Reviewing **Topics In Civic Education For Ss2**: Unlocking the Spellbinding Force of Linguistics

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