

Of Civic Education Textbook For Senior Secondary

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Teaching Civic Literacy
Projects - Shira Eve Epstein
2014

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. “Shira’s work offers us a reflection of democratic practice in the classroom through the teaching of critical reading, persuasive writing, and deliberation. In *Teaching Civic Literacy Projects*, Shira invites us all to contemplate the depth of the democratic project and the possibility that schools can help uphold our democratic ideals.” —From the Foreword by Celia Oyler, professor, Teachers College, Columbia University. “This book is a gem! Shira Epstein has

provided invaluable assistance for teachers interested in engaging their students in the political and civic spheres in ways that build crucial literacy skills. The combination of a powerful framework and rich and detailed case studies provides readers with a clear vision and helpful, specific guidance for creating robust civic learning experiences for young people.” —Diana Hess, senior vice-president, Spencer Foundation and professor, University of Wisconsin–Madison “Excellent civic education means encouraging young people to identify and define problems and take action. That is challenging in our era of political polarization and narrow definitions of education. Shira Eve Epstein provides the best practical guide for teachers who want their students to confront social problems.” —Peter Levine, Lincoln Filene Professor of Citizenship & Public Affairs,

Tufts University
*Learning to Teach
Citizenship in the
Secondary School* - Liam
Gearon 2003-12-08

Citizenship is a wide-ranging subject that can be taught in its own right, or through other curriculum subjects and activities. This book is intended for students training to teach Citizenship as a first or second subject, and will also be immensely helpful to experienced teachers who have opted to take responsibility for this exciting subject. Written in a clear and practical way, yet underpinned by a sound theoretical background, the book covers key themes in Citizenship education, including: Citizenship in the National Curriculum Citizenship and pastoral care special educational needs developing schemes of work ways of teaching and learning assessment, monitoring and recording resources and useful contacts professional

development. With key objectives and tasks for each chapter, this book will help teachers to improve their understanding of Citizenship education and to help their pupils understand their roles as citizens. It may be read in conjunction with the companion core textbook, *Learning to Teach in the Secondary School*, 3rd edition.

Making Citizens - Beth C.
Rubin 2012-05-23

Can social studies classrooms be effective "makers" of citizens if much of what occurs in these classrooms does little to prepare young people to participate in the civic and political life of our democracy? *Making Citizens* illustrates how social studies can recapture its civic purpose through an approach that incorporates meaningful civic learning into middle and high school classrooms. The book explains why social studies teachers, particularly those working in diverse and

urban areas, should infuse civic education into their teaching, and outlines how this can be done effectively. Directed at both pre-service and in-service social studies teachers and designed for easy integration into social studies methods courses, this book follows students and teachers in social studies classrooms as they experience a new approach to the traditional, history-oriented social studies curriculum, using themes, essential questions, discussion, writing, current events and action research to explore enduring civic questions. Following the experiences of three teachers working at three diverse high schools, Beth C. Rubin considers how social studies classrooms might become places where young people study, ponder, discuss and write about relevant civic questions while they learn history. She draws upon the latest sociocultural theories on youth civic identity

development to describe a field-tested approach to civic education that takes into consideration the classroom and curricular constraints faced by new teachers.

Computer Studies for Senior Secondary Schools - Nigeria. Federal Ministry of Education 2008

Educating for Critical Democratic Literacy -

Kathryn M. Obenchain
2015-03-27

Educating for Critical Democratic Literacy educates pre and in-service elementary school teachers in teaching four key civics concepts through social studies and literacy integration. Written together by both literacy and social studies experts, it is based on a conceptual revision of the notions of civic education and critical literacy called "Critical Democratic Literacy" (CDL). The authors' dual expertise allows them to effectively detail the applications of

their knowledge for teachers, from lesson conception to implementation to assessment. Part I explains the theory and basic principles of CDL and provides background information on the role of democracy in education. Part II consists of four sample lessons designed using the National Council for the Social Studies (NCSS) C3 Framework and the Common Core State Standards for English/Language Arts (CSS ELA) standards. Part III includes a primer explaining the four civic concepts that frame the book. Fully aligned to both the CCSS ELA and NCSS C3 Framework, this timely resource provides future and current teachers with specific lessons and tools, as well as the skills to develop their own rigorous, integrated units of study.

From Citizenship Education to National Education - King Man Eric

Chong 2017-06-14
This book makes a timely contribution to understanding perceptions on national identity and National Education, with both of them have become controversial topics in Hong Kong Special Administrative Region (SAR) of China. In a so-called globalization era, national identity and National Education, with the latter having an aim of fostering a Chinese national identity in education, have been significantly pushed ahead by the Hong Kong SAR government since the early 2000s as a response to the return of sovereignty to China in 1997. Teacher perception matters to what they select and how they teach in the schools. By incorporating fieldworks of teacher interviews, observation and documentary analysis, this book argues for a multi-layered conception of identity, different aims, contents and diversified methods of National

Education should be recognized. This book is likely to become a useful account of teacher perception on national identity and National Education in citizenship education literature, and it will be relevant to policymakers, teachers, trainers and researchers. Chapters include, 1. Different meanings of national identity of teachers and aims, contents and methods of National Education 2. From Citizenship Education to National Education in a Chinese society 3. Implications for understanding National Education in a globalization era: mixed identification, multi-layered identities, knowledge transmission, and 'global identity'

MK Junior Secondary Civic Education - Nsama Gershom Bwembya 2012

Civic Education - Ibiyemi Oyeneye 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.

Higher Education and Civic Engagement - L.

McIlrath 2012-05-31

Provides an original and challenging contribution to contemporary debates on the civic purpose of higher education, exploring its manifestations through practices of teaching and research. Offers critical perspectives on the role of higher education institutions in terms of realizing civic missions, especially in current global market conditions.

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.

The Link Between Health, Social Issues, and Secondary Education - 2007

Essential Civic Education for Senior Secondary Schools (SS1, SS2 & SS3) -

Gbenga M. Babalola 2015

Learning to Teach Citizenship in the Secondary School - Liam Gearon 2003

Citizenship is a wide-ranging subject that can be taught in its own right, or through other curriculum subjects and activities. This book is intended for students training to teach Citizenship as a first or second subject, and will also be immensely helpful to experienced teachers who have opted to take responsibility for this exciting subject. Written in a clear and practical way, yet underpinned by a sound theoretical background, the book covers key themes in Citizenship education, including: Citizenship in the National Curriculum
Citizenship and pastoral care special educational needs developing schemes of work ways of teaching and learning assessment, monitoring and recording resources and useful

contacts professional development. With key objectives and tasks for each chapter, this book will help teachers to improve their understanding of Citizenship education and to help their pupils understand their roles as citizens. It may be read in conjunction with the companion core textbook, *Learning to Teach in the Secondary School*, 3rd edition.

Civic Education - Richard G. Niemi 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.

[An Analysis of Senior High School Textbooks in the Social Studies Other Than History](#) - Edwin J. Dahl 1926

School-University-Community Collaboration

for Civic Education and Engagement in the Democratic Project - R. Martin Reardon 2022-05-01
The Campaign for the Civic Mission of Schools (2011) lamented the “lack of high-quality civic education in America’s schools [that] leaves millions of citizens without the wherewithal to make sense of our system of government” (p. 4). Preus et al. (2016) cited literature to support their observation of “a decline in high-quality civic education and a low rate of civic engagement of young people” (p. 67). Shapiro and Brown (2018) asserted that “civic knowledge and public engagement is at an all-time low” (p. 1). Writing as a college senior, Flaherty (2020) urged educators to “bravely interpret ... national, local, and even school-level incidents as chances for enhanced civic education and to discuss them with students in both formal and casual settings” (p. 6). In this eighth volume

in the Current Perspectives on School/University/Community Research series, we feature the work of brave educators who are engaged in schooluniversity-community collaborative educational endeavors. Authors focus on a wide range of projects oriented to civic education writ large—some that have been completed and some that are still in progress—but all authors evince the passion for civic education that underpins engagement in the democratic project. *Charting the Future: social and political education in senior cycle of post primary schools* -

The Political Classroom - Diana E. Hess 2014-11-13
WINNER 2016 Grawemeyer Award in Education Helping students develop their ability to deliberate political questions is an essential component of democratic education, but introducing political issues into the

classroom is pedagogically challenging and raises ethical dilemmas for teachers. Diana E. Hess and Paula McAvoy argue that teachers will make better professional judgments about these issues if they aim toward creating "political classrooms," which engage students in deliberations about questions that ask, "How should we live together?" Based on the findings from a large, mixed-method study about discussions of political issues within high school classrooms, *The Political Classroom* presents in-depth and engaging cases of teacher practice. Paying particular attention to how political polarization and social inequality affect classroom dynamics, Hess and McAvoy promote a coherent plan for providing students with a nonpartisan political education and for improving the quality of classroom deliberations. *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. History and Citizenship for Rwanda Secondary Schools* - Aime Ncungure 2017

Learning Through Serving -
Christine M. Cress
2013-10-01

This substantially expanded new edition of this widely-used and acclaimed text maintains the objectives and tenets of the first. It is designed to help students understand and reflect on their community service experiences both as individuals and as citizens of communities in need of their compassionate expertise. It is designed to assist faculty in facilitating student development of compassionate expertise through the context of service in applying disciplinary knowledge to community issues and challenges. In sum, the book is about how to make academic sense of civic service in preparing for roles as future citizen leaders. Each chapter has been developed to be read and reviewed, in sequence, over the term of a service-learning course. Students in a semester course might

read just one chapter each week, while those in a quarter-term course might need to read one to two chapters per week. The chapters are intentionally short, averaging 8 to 14 pages, so they do not interfere with other course content reading. This edition presents four new chapters on Mentoring, Leadership, Becoming a Change Agent, and Short-Term Immersive and Global Service-Learning experiences. The authors have also revised the original chapters to more fully address issues of social justice, privilege/power, diversity, intercultural communication, and technology; have added more disciplinary examples; incorporated additional academic content for understanding service-learning issues (e.g., attribution theory); and cover issues related to students with disabilities, and international students. This text is a student-

friendly, self-directed guide to service-learning that:

- Develops the skills needed to succeed
- Clearly links service-learning to the learning goals of the course
- Combines self-study and peer-study workbook formats with activities that can be incorporated in class, to give teachers maximum flexibility in structuring their service-learning courses
- Promotes independent and collaborative learning
- Equally suitable for courses of a few weeks' or a few months' duration
- Shows students how to assess progress and communicate end-results
- Written for students participating in service learning as a class, but also suitable for students working individually on a project.

Instructor's Manual This Instructor Manual discusses the following six key areas for aligning your course with use of Learning through Serving, whether you teach a senior-level

high school class, freshman studies course, or a college capstone class: 1. Course and syllabus design 2. Community-partner collaboration 3. Creating class community 4. Strategic teaching techniques 5. Developing intercultural competence 6. Impact assessment This Manual is free, and available only in PDF format. Download here. *History and Citizenship for Rwanda Secondary Schools* - Aime Ncungure 2017

Schooling Corporate

Citizens - Ronald W. Evans 2014-11-27

Schooling Corporate Citizens examines the full history of accountability reform in the United States from its origins in the 1970s and 1980s to the development of the Common Core in recent years. Based in extensive archival research, it traces the origins and development of accountability reform as marked by key government-

and business-led reports—from *A Nation at Risk* to *No Child Left Behind* and *Race to the Top*. By using the lens of social studies and civic education as a means to understand the concrete impacts of accountability reforms on schools, Evans shows how reformers have applied principles of business management to schools in extreme ways, damaging civic education and undermining democratic learning. The first full-length narrative account of accountability reform and its impact on social studies and civic education, *Schooling Corporate Citizens* offers crucial insights to the ongoing process of American school reform, shedding light on its dilemmas and possibilities, and allowing for thoughtful consideration of future reform efforts.

The Making of an Alienated Generation - Sai-Wing

Leung 2019-07-23

First published in 1997, this

volume examines the political apathy of the Hong Kong Chinese, with a particular focus on children in secondary schools. While most previous studies have been of adults, Leung's approach exposes a generation who are politically uninvolved and disenchanted. He examines teacher-student encounters in a depoliticized school context and through a curriculum in which explicit political content is absent. The study throws light both on Chinese youths and the interaction of older and younger generations, and its macroscopic implications are distinctly ominous, suggesting trouble ahead for the Hong Kong Special Administrative Region.

Good Citizenship and Educational Provision -

Ian Davies 2002-11

Annotation. The work presented here is vitally important for the future of educational policy making and for classroom practice.

With citizenship education

high on the government's agenda this book should be read by a large audience.

A Guide to Readings in Civic Education - Olive Thompson 1922

PISA 2012 Results: Creative Problem Solving (Volume V) Students' Skills in Tackling Real-Life Problems - OECD 2014-04-01

This fifth volume of PISA 2012 results presents an assessment of student performance in problem solving, which measures students' capacity to respond to non-routine situations in order to achieve their potential as constructive and reflective citizens.

Re-Imagining the Teaching of European History - Cosme Jesús Gómez Carrasco 2022-12-20

This book explores the challenges of teaching European history in the 21st century and provides research-informed approaches to history

teaching that combine civic education, historical consciousness and the teaching of controversial social issues. With contributions from researchers across Europe, the book includes both theoretical- and case-study chapters. The first part of the book addresses issues such as globalisation and teaching in an interconnected world, using multicultural and critical approaches, decolonising education and teaching uncomfortable narratives of the past. The second part of the book showcases thematic chapters dedicated to teaching intersecting topics in the European curriculum such as: violence and armed conflict, social inequality, gender equality, the technological revolution, and religion. Ultimately, this volume promotes criticality, civic engagement, and reflection on social issues, thereby prompting methodological change in the teaching of

history as we know it. It will appeal to researchers and students of history education, democratic education and citizenship education, as well as teacher educators and trainee teachers in history.

Indispensable Civic Education for Senior Secondary Schools & Colleges - C.E. Andy 2012

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 SEVEN DEMOCRACY AND RULE OF LAW Definition of democracy and types of democracy: Representative Democracy Constitutional Democracy Liberal Democracy Direct Democracy Inclusive Democracy Participatory

The Link Between Health, Social Issues, and Secondary Education - 2007-01-01

The Link between Health, Social Issues and Secondary Education is based on country studies in six Sub-Saharan African countries - Eritrea, Mali, Namibia, Senegal, South Africa and Tanzania, and a literature review. It looks at the role of secondary education and training in promoting health, civics and life skills among the African youth. Specifically, this study focuses on examining which schooling programs are effective in equipping young people with life skills, which programs reduce drop-out and increase participation and how schools can become agents in tackling health and social issues. **Civic Responsibility and Higher Education** - Thomas Ehrlich 2000-01-25 More than a century ago, John Dewey challenged the education community to look to civic involvement for

the betterment of both community and campus. Today, the challenge remains. In his landmark book, editor Thomas Ehrlich has collected essays from national leaders who have focused on civic responsibility and higher education. Imparting both philosophy and working examples, Ehrlich provides the inspiration for innovative new programs in this essential area of learning.

Ideal Civic Education for Senior Secondary Schools

- Olajide Adewale
2022-09-06

Ideal Civic Education for Senior Secondary Schools meets the needs of the young generation and our society today. The re-introduction of Civic Education and making it a compulsory subject for students in Secondary Schools is apposite to the challenges Nigerian society has been facing in recent times. One of the objectives of this subject is to keep

students aware of those challenges, while at the same time enlightening them on the needful societal values, their status, rights, duties and obligations as citizens and the affairs of government. The aim is to achieve social harmony, peace and national development. The Nigerian Educational Research and Development Council (NERDC) has therefore designed an appropriate Senior Secondary Schools curriculum on Civic Education for achieving the objectives set out by the National Economic and Empowerment Development Strategies (NEEDS) to address the challenges. This Book is prepared in the full content of the national curriculum and in a simple, comprehensive and straight-to-the-point manner to meet those national objectives. It comprises 25 Chapters and at the end of each chapter are revision questions which are mostly past WASSCE questions with visible

answers in the chapter. A Chapter is dedicated to instilling the essential knowledge content of the novel COVID-19 Pandemic. The book is indispensable material for students writing exams on Civic Education. The book is full of sensible illustrations for the right perception of Civic Education as an applied subject and to enable students to connect and apply its knowledge to their daily activities and observations. It would be a helping tool for teachers. To complement these efforts and achieve the strategic national objectives, therefore, all stakeholders - the teachers and school authorities need to operate by example, setting the standard of good citizenship. May the God of creation direct our noble course, and help our youth the truth to know.

A Guide to Readings in Civic Education ... - Olive Thompson Cowell 1924

Rasmed Civic Education for Senior Secondary Schools - Oyekunle Oyelami 2013

Civic Education for SS 1-3 - Nigeria. Federal Ministry of Education 2009

Civic Engagement in Higher Education - Barbara Jacoby and Associates 2009-01-27

Numerous studies have chronicled students lack of trust in large social institutions, declining interest in politics, and decreasing civic skills. This book is a comprehensive guide to developing high-quality civic engagement experiences for college students. The book defines civic engagement and explains why it is central to a college education. It describes the state of the art of education for civic engagement and provides guidelines for designing programs that encourage desired learning outcomes. In addition, the book guides leaders in organizing their institutions to create a

campus-wide culture of civic engagement.

The Civic Education

Project ... - Educational Research Corporation 1948

Educating Citizens - Anne Colby 2003-06-03
Educating Citizens reports on how some American colleges and universities are preparing thoughtful, committed, and socially responsible graduates. Many institutions assert these ambitions, but too few act on them. The authors demonstrate the fundamental importance of moral and civic education, describe how the historical and contemporary landscapes of higher education have shaped it, and explain the educational and developmental goals and processes involved in educating citizens. They examine the challenges colleges and universities face when they dedicate themselves to this vital task and present concrete ways to overcome those

challenges.

Civil Discourse - Joe Schmidt 2022-04-08

Build civil discourse with courage, understanding, belonging, and empathy. Discomfort lies at the heart of all learning, especially concerning discussions on difficult and complex topics like climate change, slavery, and police brutality. This book presents ways to help teachers become strong facilitators—not endorsers—of contentious conversations to promote community. There are four themes that arise when exploring civil discourse: courage, understanding, belonging, and empathy. This book is organized around these themes, with each chapter providing: How-to tips for bringing work beyond the classroom Checklists to guide progress and assess learning Exploration of different types of discourse and when to use each Steps for preparing a classroom for contentious conversations

Activities to practice

discourse and disagreement