

JSS2 CIVIC EDUCATION LESSON NOTES - THIRD TERM

Scheme of Work

SN	WEEK	TOPICS
1	WEEK 1	REVISION
2	WEEK 2	ELECTIONS AND VOTERS' RESPONSIBILITIES I
3	WEEK 3	ELECTIONS AND VOTERS' RESPONSIBILITIES I
4	WEEK 4	QUALIFICATION FOR REGISTRATION FOR ELECTION IN NIGERIA I
5	WEEK 5	QUALIFICATION FOR REGISTRATION FOR ELECTION IN NIGERIA I
6	WEEK 6	ELECTORAL MALPRACTICES
7	WEEK 7	SOLUTIONS TO ELECTORAL MALPRACTICES
8	WEEK 8	ILLITERACY
9	WEEK 9	FIELD TRIP/EXCURSION
10	WEEK 10	REVISION

Third Term Civic Education For Jss2

John D. Hoge



Third Term Civic Education For Jss2:

Daily Graphic Yaw Boadu-Ayeboafah, 2006-10-18 JSS Civic Education Ibiyemi Oyeneye, Michael Onyenwenu, Robert Akaniro, 2014-03-07 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 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
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 *Project Citizen* , 2008 This process oriented program for use in the middle grades focuses on the role of state and local governments in the U S federal system **Project Citizen** We the People-- Project Citizen, Center for Civic Education (Calif.), National Conference of State Legislatures, 2010 **Project Citizen Level 2 Student Textbook** , 2010 Civic Education in the Age of Mass Migration Angela M. Banks, 2021 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 *Learning the Ways of Democracy* Educational Policies Commission, 2012-05-12 **Foundations of Democracy** Center for Civic Education, Calabasas, CA., 1993 Introduces students to the four ideas which are basic to our constitutional form of government authority privacy responsibility and justice We the people-- project citizen Center for Civic Education (Calif.), National Conference of State Legislatures, 1997

Civic Education for Diverse Citizens in Global Times Beth C. Rubin, James M. Giarelli, 2011 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

Civitas Charles N. Quigley, Charles F. Bahmueller, 1991 CIVITAS is a curriculum framework that sets forth a set of national goals to be achieved in a civic education curriculum primarily for K 12 public and private schools It is a framework that proposes to specify the knowledge and skills needed by citizens to perform their roles in U S democracy There are two major sections in the framework It begins with a rationale that explains the basic philosophy purpose and nature of the framework The other major section is a statement of goals and objectives that civic education should foster This section is divided into three parts 1 Civic Virtue 2 Civic Participation and 3 Civic Knowledge and Intellectual Skills Parts 2 and 3 contain model scope and sequence statements that suggest what aspects of the subjects in the framework can be taught at

varying school grades and how they may be taught The part on Civic Knowledge and Intellectual Skills comprises by far the largest portion of the framework It organizes summaries of numerous topics into three main groupings the nature of politics and government public government in the United States and the role of the citizen The intended audience for the curriculum is educators at state and local levels concerned with the development of civic education curricula in the schools Classroom teachers also may find the framework a useful resource and reference book A six page executive summary is appended DB

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

Becoming Active Citizens Tom Driscoll, Shawn W. McCusker, 2023 [Lessons in Civics for the Three Primary Grades of City Schools \(Classic Reprint\)](#) Hannah Margaret Harris, 2015-07-12 Excerpt from Lessons in Civics for the Three Primary Grades of City Schools Children s experience the basis of instruction Instruction in civics must be based on the children s experiences and should result not only in giving clearer and fuller information but also in creating the mental attitudes and habitual acts that characterize good citizenship at the given age It is to small purpose for instance that a child learns of the organization and work of the Street Cleaning Department if at the same time he continues to be careless about throwing banana skins around Materials that have place in an elementary civics course In planning a course in civics for young children there is a temptation to overload it with facts which will be forgotten before they are ever used We have repeatedly to remind ourselves that any material which has a legitimate place in the course holds that place because it is related to some civic situation in which a child is normally to be found and his reaction to which is capable of being modified by a civics lesson Of this sort of material there is no lack The children of our city schools have many

experiences of civic significance upon which instruction can be based and there are many opportunities for instruction to be immediately applied greatly to the advantage of themselves of the city and of the nation For example all city children even the youngest in school have had their interest and curiosity aroused by the sight of a burning building and of a fire engine and crew dashing to the rescue Here is an experience which can be so interpreted and enlarged upon that children still too young for the study of municipal organization may be led to refrain from playing with fire and to regard firemen as heroes to be obeyed and to be emulated in coolness and courage If these effects are produced upon the habits of thought and action of a large number of small children who can doubt that the result will be not only a considerable safe guard to these individual children but also an actual decrease in fire loss and in the long run an appreciable gain to the resources of the nation in property and lives About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books Find more at www.forgottenbooks.com This book is a reproduction of an important historical work Forgotten Books uses state of the art technology to digitally reconstruct the work preserving the original format whilst repairing imperfections present in the aged copy In rare cases an imperfection in the original such as a blemish or missing page may be replicated in our edition We do however repair the vast majority of imperfections successfully any imperfections that remain are intentionally left to preserve the state of such historical works

We the People ,2016 *Civic education* Clyde B. Moore,1972 **Civic Education and Citizenship** O. Douglas Weeks,1933 **Civic Education in Schools** John D. Hoge,1988

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