

**CIVIC EDUCATION
JS II
THIRD TERM**

SUB-THEME: DEMOCRACY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Democracy I	Students should be able to: (1) <i>define</i> democracy. (2) <i>enumerate</i> the features of democracy. (3) <i>explain</i> the benefits of democracy.	(1) <i>Meaning of democracy.</i> (2) <i>Features of democracy</i> (3) <i>The benefits of democracy to:</i> -The citizen -The nation (Nigeria).	(1) <i>Leads class in discussion on the meaning and features of democracy.</i> (2) <i>Guides the students on the benefits of democracy.</i>	(1) <i>Read books, newspapers etc. and report on the features of democracy.</i> (2) <i>Participate in class discussion through question and answers.</i>	(1) Textbooks (2) The Nigerian constitution (3) Video clips.	Students to: (1) <i>explain the meaning of democracy.</i> (2) <i>enumerate three feature of democracy.</i> (3) <i>outline three benefits of democracy</i> -The citizen -The nation.
2	Democracy II	Students should be able to: (1) <i>identify</i> democratic institution in Nigeria and their roles. (2) <i>state the importance of democracy.</i>	(1) <i>Democratic institutions and their functions.</i> -INEC -Political parties -Pressure group -Arms of Government (2) <i>Importance of democracy.</i>	(1) <i>Uses relevant publication to guide students to identify democratic institution in Nigeria and their functions</i> (2) <i>Guides the students on the importance of democracy.</i>	(1) <i>Participate in class discussion through questions and answers.</i> (2) <i>Read books on the democratic institutions.</i>	(1) <i>Picture of democratic institutions.</i> (2) <i>Relevant publications.</i> (3) Books (4) The Nigeria constitution. (5) Textbooks	Students to: (1) <i>identify two democratic institutions in Nigeria</i> (2) <i>discuss three functions of these institutions.</i>

Civic Education Scheme Of Work For Third Term

Janice Wearmouth, Karen Lindley



Civic Education Scheme Of Work For Third Term:

Schools, Curriculum and Civic Education for Building Democratic Citizens Murray Print, Dirk Lange, 2013-02-12 How can schools and the school curriculum contribute to building democratic citizens This is a major question posed by governments educational systems schools teachers and researchers around the world One important way is to identify the competences needed for preparing democratic citizens and incorporate these within both the formal and informal school curriculum Another question must then be posed what competences do young citizens need to be considered as active and engaged in modern democracies In 2011 an invited research symposium of leading civic and political educators and social scientists from across Europe met in Hannover Germany to consider this key concern facing Europe today In examining the above questions the symposium addressed two significant issues 1 Identify key competencies required for active citizenship of young people in Europe of the future 2 Translate those competencies to school based activities in the form of curricular and pedagogical strategies The publication *Civic Education and Competences for Engaging Citizens in Democracies* addressed the first issue and this volume addresses the second issue Through discussion in the invited symposium previously prepared papers and participation in a modified Delphi Technique the participants have prepared chapters for this book The chapters of this book represent the contribution of the participants before during and after the symposium with opportunities for review and reflection about competences for democratic citizenship and the role of schools and the curriculum Murray Print and Dirk Lange are professors from the University of Sydney and Leibniz University of Hannover respectively and are national leaders in civics and citizenship education in their respective countries They have brought together a group of leading European civic and citizenship educators from different academic fields to explore the key issue and to identify the competences for young people to become active and engaged European citizens

Proceedings of the 4th Annual Civic Education Conference (ACEC 2022) Dede Iswandi, Dwi Iman Muthaqqin, Baeihaqi, Pitria Sopianingsih, Nida Mujahidah Fatimah, Sri Maesaroh, Akhmad Fauzi, Sarah Fadilah Zein, Diexy Inkha Pradana, 2023-08-26 This is an open access book The development of the industrial revolution era 4.0 and society 5.0 changed the ways of thinking and pedagogical practices in Civic Education toward a critical digital pedagogy In this context pedagogical practices focuses on both community and collaboration It remains open to the development of diverse information ways of communication and collaboration across cultural and political boundaries various perspectives in formulating definitions and solving problems It further requires instructional practices to use some applications beyond traditional educational institutions and contemporary digital technology in learning Therefore it is necessary to reprogram civic education in Indonesia within the framework of Critical Digital Pedagogy practice to shape students becoming good citizens in the digital era The Fourth Annual Civic Education Conference is an interdisciplinary and multidisciplinary platform that aims to bring leading experts educators policymakers researchers lecturers teachers and students to examine and take strategic roles in developing Critical Digital Pedagogy and

its implications for civic education Welcome to the 4th International Annual Civic Education Conference ACEC 2022

Rethinking Citizenship Education Tristan McCowan, 2009-05-27 A unique look at how citizenship education is embedded within the school curriculum using a combination of philosophical enquiry and empirical research Citizenship Curriculum in Asia and the Pacific David L. Grossman, Wing On Lee, Kerry J. Kennedy, 2008-08-31 Based on case studies of 11 societies in the world's most dynamic region this book signals a new direction of study at the intersection of citizenship education and the curriculum Following their successful volume *Citizenship Education in Asia and the Pacific: Concepts and Issues* published as No 14 in this series the editors widely regarded as leaders in the field in the Asia Pacific region have gone beyond broad citizenship education frameworks to examine the realities tensions and pressures that influence the formation of the citizenship curriculum Chapter authors from different societies have addressed two fundamental questions 1 how is citizenship education featured in the current curriculum reform agenda in terms of both policy contexts and values and 2 to what extent do the reforms in citizenship education reflect current debates within the society From comparative analysis of these 11 case studies the editors have found a complex picture of curriculum reform that indicates deep tensions between global and local agendas On one hand there is substantial evidence of an increasingly common policy rhetoric in the debates about citizenship education On the other it is evident that this discourse does not necessarily extend to citizenship curriculum which in most places continues to be constructed according to distinctive social political and cultural contexts Whether the focus is on Islamic values in Pakistan an emerging discourse about Chinese democracy a nostalgic conservatism in Australia or a continuing nation building project in Malaysia the cases show that distinctive social values and ideologies construct national citizenship curricula in Asian contexts even in this increasingly globalized era This impressive collection of case studies of a diverse group of societies informs and enriches understanding of the complex relationship between citizenship education and the curriculum both regionally and globally **Citizenship Education in Asia and the Pacific** W.O. Lee, David L. Grossman, Kerry J. Kennedy, Gregory P. Fairbrother, 2013-11-11 It is a great pleasure to present this book edited by a distinguished team at the Hong Kong Institute of Education and with excellent contributors from nine countries in the region and beyond The book is a truly comparative work which significantly advances conceptual understanding The comparisons undertaken are at many levels and with different units for analysis One chapter undertakes comparison in two cities Hong Kong and Guangzhou three chapters make comparisons between two countries South Korea and Singapore Solomon Islands and Vanuatu South Korea and China and five chapters undertake comparisons across the whole region Other on individual countries or in one case on a single school In addition several chapters examine the attitudes and roles played by individuals and groups within societies The book is thus an admirable example of the vitality of the field of comparative education in selecting different units for analysis and in examination of issues from diverse angles Within the book moreover readers will find a fascinating array of settings and environments On the one hand for example is

Japan with its relatively homogenous culture a population of 126 million and a strong national identity based on language and history On the other hand is Solomon Islands which has a population of just 400 000 scattered over 1 000 islands approximately 90 indigenous languages and major social problems arising from culture clashes economic forces political dynamics and legacies of colonialism

Civic Education in the Asia-Pacific Region John L. Cogan, Murray Print, 2013-12-02 This book examines the approach to civic education in six societies located on the Pacific Rim Australia Japan Hong Kong Taiwan Thailand and the US In these scrupulously designed studies the contributors investigate the recent re emergence of civic education in this region Developments such as globalization nationalism and sovereignty have profound effects on how schools make good citizens These essays reveal how definitions of citizenship are contested and revised under such influences and interrogate differences in civic education from nation to nation As societies attempt to strike a balance between obedience and critical thinking schools become the primary site of these transformations Analyzing both educational policy and its implementation these contributors offer a groundbreaking comparative study that grounds civic education historically and politically

Handbook of Civic Engagement and Education Richard Desjardins, Susan Wiksten, 2022-12-08 Underscoring the complex relationship between civic engagement and education at all stages of life this innovative Handbook identifies the contemporary challenges and best approaches and practices to encourage civic engagement within education

Citizenship education Great Britain: Parliament: House of Commons: Education and Skills Committee, 2007-03-08 In light of the recommendations of the Crick report on citizenship education Education for citizenship and the teaching of democracy which can be downloaded at http://www.qca.org.uk/downloads/6123_crick_report_1998.pdf published in September 1998 the subject was introduced into the school curriculum in 2002 on a compulsory basis for secondary schools and as part of the non statutory framework for primary schools The Committee's report assesses the progress made during the last four years to deliver quality citizenship programmes and examines the barriers that exist to its successful implementation It finds that when well done citizenship education motivates and inspires young people but the quality and extent of these programmes are still inconsistent across the country This patchiness needs to be tackled head on and progress accelerated requiring strong support from the DfES and Ministers as well as action from those on the ground The Committee welcomes the Government's decision to accept the recommendations of the report by Sir Keith Ajegbo which highlighted the need for citizenship curriculum to have a closer focus on issues of identity diversity and belonging More can be done to disseminate between settings good practice information about approaches that are working in other institutions particularly in relation to whole school or college approaches that develop opportunities for active citizenship although it is essential that programmes are locally owned and relevant to the particular context The development of the workforce is also important to the success of citizenship education and although the expansion of the Continuing Professional Development CPD citizenship certificate programme is welcome more resources are needed to develop capacity in initial teacher training

places for citizenship education **Curriculum Inquiry in South African Higher Education** Eli Bitzer,Nonnie Botha,2011-11-01 At once evocative and suggestive this exemplary book gives me hope that educators and scholars across the world will seize the opportunity to self reflect and enlarge and enrich both their research and their practice in ways that will markedly contribute to the revitalisation of the higher learning in the twenty first century The urgency of the need for revitalisation of both research and practice in this domain of inquiry cannot be overstated Prof Clifton Conrad University of Wisconsin Madison USA **Philosophy and Educational Policy** John Gingell,Christopher Winch,2004-10-14 What are the concepts and theories behind current debates about education This comprehensive introduction to philosophy of education discusses issues that are of current public interest and debate It locates education at the heart of questions concerned with culture ethics politics economics and shows how key educational issues have to be approached in a contextual way Written in a clear and accessible manner with current issues in mind the book covers the curriculum teaching and learning educational research assessment moral personal and civic education autonomy and multicultural issues in a liberal society education and work privatisation and markets This book will be particularly useful to students on Education Studies courses to those preparing for a career in teaching to students of politics and to serving teachers undertaking further study in education

Charting the Future: social and political education in senior cycle of post primary schools , *Beyond the Campus* David J. Maurrasse,2002-05-03 The role of the university and its relationship to the community has long been a highly debated topic among educators administrators and local business leaders David J Maurrasse offers a passionate appeal for community partnerships Going further than a simple explanation of the problems at hand Beyond the Campus offers a road map for both universities and local institutions to work together for the good of their communities

Proceedings of the International Conference on Education Research Reza Hosseini, *Resources in Education* ,1999-10 **Holocaust Consciousness in Contemporary Britain** Andy Pearce,2014-06-05 The Holocaust is a pervasive presence in British culture and society Schools have been legally required to deliver Holocaust education the government helps to fund student visits to Auschwitz the Imperial War Museum s permanent Holocaust Exhibition has attracted millions of visitors and Britain has an annually commemorated Holocaust Memorial Day What has prompted this development how has it unfolded and why has it happened now How does it relate to Britain s post war history its contemporary concerns and the wider globalisation of Holocaust memory What are the multiple shapes that British Holocaust consciousness assumes and the consequences of their rapid emergence Why have the so called lessons of the Holocaust enjoyed such popularity in Britain Through analysis of changing engagements with the Holocaust in political cultural and memorial landscapes over the past generation this book addresses these questions demonstrating the complexities of Holocaust consciousness and reflecting on the contrasting ways that history is used in Britain today **Ebook: Briging the Curriculum to Life: Engaging Learners in the English Education System** Janice Wearmouth,Karen Lindley,2021-06-18 How can we bring the

curriculum to life so that all young people of compulsory school age are fully engaged in their learning and achieve to their maximum Professor Janice Wearmouth and Dr Karen Lindley bring together contributions from practising teachers researchers and academics to answer this question for a range of educational contexts and demonstrate the positive impact that can be achieved on student learning at all levels This edited volume highlights challenges and opportunities within the current English education system With reflective questions and ideas for teachers to implement in the classroom this important book bridges the gap between theory and practice and will be invaluable reading for trainee teachers teacher trainers qualified teachers and others with an interest in education and the curriculum The intrinsic value of the book is that it seeks to illuminate the discussions surrounding the issues identified from differing and alternative perspectives in education Dr Barry Paraskeva Costas Senior Lecturer in Physical Education University of Hertfordshire UK A highly engaging and refreshing look at how a diverse range of learners might be immersed in their learning this book provides an imaginative and thought provoking consideration of creative curricula to involve and inspire learners Julie Wharton Senior Lecturer University of Winchester UK This book does an excellent job of drawing together a wide range of contributions and contexts that collectively put the challenges and opportunities of curriculum centre stage Dr Warren Kidd School of Education and Communities University of East London UK Janice Wearmouth is Professor of Education at the University of Bedfordshire UK Dr Karen Lindley is Senior Lecturer in Education at the University of Bedfordshire UK Both editors are experienced teachers and researchers with continuing close links to Education students trainee teachers teacher trainers and practising teachers

Community, Technical, and Junior College Journal ,1988 OECD Economic Surveys: Costa Rica 2023 OECD,2023-02-06 Costa Rica recovered well from the pandemic induced recession Sustained and resilient export performance continues to support growth while consumption is hindered by high inflation and unemployment The fiscal situation improved but remains challenging requiring sustained efforts to contain spending and boost public sector efficiency for several years

Promoting Global Peace and Civic Engagement through Education Pandey, Kshama,2016-05-04 It is easy to see that the world finds itself too often in tumultuous situations with catastrophic results An adequate education can instill holistic knowledge empathy and the skills necessary for promoting an international coalition of peaceful nations Promoting Global Peace and Civic Engagement through Education outlines the pedagogical practices necessary to inspire the next generation of peace bringers by addressing strategies to include topics from human rights and environmental sustainability to social justice and disarmament in a comprehensive method Providing perspectives on how to live in a multi cultural multi racial and multi religious society this book is a critical reference source for educators students of education government officials and administration who hope to make a positive change

Understanding Teaching and Learning in Primary Education Mike Carroll,Margaret McCulloch,2018-08-21 Guidance and insights into the knowledge values and commitments necessary to succeed in the primary classroom supported by links to theory and research literature and

realistic scenarios you may encounter as a new teacher

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