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HAYDEN BAKER

Statistics of Land-grant Colleges and Universities World Bank Publications

With the ever-changing climate of education around the globe, it is essential that educators stay abreast of the most updated teaching methods and applications. To do this, fostering teacher education programs that include innovative practices and initiatives within the field is imperative. The Handbook of Research on Teacher Education and Professional Development investigates current initiatives and approaches in educational programs. Focusing on research studies and theoretical concepts on innovative projects related to teacher education and professional development programs, this book is a pivotal reference source for academics, professionals, students, practitioners, and researchers.

Teaching History and the Changing Nation State Springer Science & Business Media

Service-Learning Essentials is the resource you need to help you develop high-quality service-learning experiences for college students. Written by one of the field's leading experts and sponsored by Campus Compact, the book is the definitive work on this high-impact educational practice. Service-learning has been identified by the Association of American Colleges and Universities as having been widely tested and shown to be beneficial to college students from a wide variety of backgrounds. Organized in an accessible question-and-answer format, the book responds clearly and completely to the most common questions and concerns about service-learning. Each chapter addresses issues related to individual practice as well as to the collective work of starting and developing a service-learning center or program, with examples drawn from a variety of disciplines, situations, and institutional types. The questions range from basic to advanced and the answers cover both the fundamentals and complexities of service-learning. Topics include: Determining what service-learning opportunities institutions should offer How to engage students in critical reflection in academic courses and in cocurricular experiences Best practices for developing and sustaining mutually beneficial campus-community partnerships Integrating service-learning into the curriculum in all disciplines and at all levels, as well as various areas of student life outside the classroom Assessing service-learning programs and outcomes The dilemmas of service-learning in the context of power and privilege The future of service-learning in online and rapidly globalizing environments Service-learning has virtually limitless potential to enable colleges and universities to meet their goals for student learning while making unique contributions to addressing unmet local, national, and global needs. However, in

order to realize these benefits, service-learning must be thoughtfully designed and carefully implemented. This easy-to-use volume contains everything faculty, leaders, and staff members need to know about service-learning to enhance communities, improve higher education institutions, and educate the next generation of citizens, scholars, and leaders.

Citizenship Education in China World Bank Publications

Budget literacy is defined as 'the ability to read, decipher, and understand public budgets to enable and enhance meaningful citizen participation in the budget process'. It is comprised of two main parts - (i) a technical understanding of public budgets, including familiarity with government spending, tax rates and public debt and; (ii) the ability to engage in the budget process, comprising of practical knowledge on day-to-day issues, as well as an elementary understanding of the economic, social and political implications of budget policies, the stakeholders involved and when and how to provide inputs during the annual budget cycle. Given that no international standards or guidelines have been established for budget literacy education to date, this book seeks to address this gap by taking stock of illustrative initiatives promoting budget literacy for youth in selected countries. The underlying presumption is that when supply-side actors in the budget process -- governments -- simplify and disseminate budget information for demand-side actors -- citizens -- this information will then be used by citizens to provide feedback on the budget. However, since citizens are often insufficiently informed about public budgets to constructively participate in budget processes one way to empower them and to remedy the problem of "budget illiteracy" is to provide budget-literacy education in schools to youth, helping them evolve into civic-minded adults with the essential knowledge needed for analyzing their government's fiscal policy objectives and measures, and the confidence and sense of social responsibility to participate in the oversight of public resources. This book elaborates on approaches, learning outcomes, pedagogical strategies and assessment approaches for budget literacy education, and presents lessons that are relevant for the development, improvement, or scaling up of budget literacy initiatives.

Themes in Civic Education (Book 1) Springer Science & Business Media

Hong Kong and Macao have much in common. The dominant populations in both territories are Cantonese-speaking Chinese; both are small in area; both are urban societies; both have been colonies of European powers; and both have undergone political transition to reunification with China. Yet in education, for reasons that are analysed in this book, they are very different. The patterns of similarities and differences in the two territories make a fascinating basis for comparative study. The overarching theme of the book, on continuity and change is particularly pertinent following the transition of the two societies of the

postcolonial era. This thoroughly-revised and expanded second edition builds on the widely-acclaimed first edition. The work has been recognised as a significant contribution to the broad field of comparative education as well as to study of the specific societies which are its main focus.

Rethinking Democracy Routledge

Continued growth of the global market necessitates research that establishes norms and practices and ensures the appropriate level of ethical concern for those who contribute to the process of globalization and are being affected by globalization. *Ethical Models and Applications of Globalization: Cultural, Socio-Political and Economic Perspectives* presents the work of researchers who seek to advance the understanding of both the ethical impact of globalization and the influence of globalization on ethical practices from various cultural, socio-political, economic, and religious perspectives. The aim of this reference work is to put forward empirically grounded methods for understanding both the effect that the process of globalization has on ethical practices in organizations and how this research can shape the course of economic globalization.

Ethical Models and Applications of Globalization: Cultural, Socio-Political and Economic Perspectives Routledge

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 Recognition, Equality and Democracy John Wiley & Sons "There's never been a more pressing time to question every aspect of our inadequate democracy"- Polly Toynbee "This important book shows the many challenges democracy faces in a world of populism and radical digital change" - Margaret Hodge 2018 saw celebrations of the centenary of the Representation of the People Act which marked a decisive step towards full universal suffrage - this collection of essays explores the problems of democracy and suggests ways it might now be extended and deepened. Investigates if democracy is an unfinished revolution and if democratic politics is currently in retreat Demonstrates how democratic politics is once again under attack - this time from populist nationalists, authoritarian rulers and new forms of political communication Argues that if we lose the art of active citizenship, we will lose the freedoms and the rights which democracy has bestowed *A Practical Guide for Integrating Civic Responsibility Into the Curriculum* Amer. Assn. of Community Col This book uses international collaboration between nine European countries to explore how teacher education systems across Europe perceive and act upon devolving democracy and democratic citizenship. Understanding these countries' cultural approaches to individual and national priorities in education is essential in perceiving similarities and differences in the meaning of 'democracy'. The book offers debate on the prospects for teacher education and the development of democratic citizenship in Europe based on historical, political, economic and cultural contexts and the Council of Europe's (CoE) competences for democratic citizenship. With critical analysis and evaluation around the common theme of teacher education and its role in developing democratic citizenship, the book provides awareness and understanding of how teacher education responds to the Council of Europe's (CoE) conceptual model of competences for democratic culture. 20 competences categorized as Values, Attitudes, Skills, and Knowledge and Critical Understanding are defined so they can be taught to enable learners to practice them in their daily lives as democratic citizens. This book will be of key interest to academics, researchers and post-graduate students in the fields of teacher education, educational policy and politics, and citizenship education. Development Education in Policy and Practice Routledge Development education is a radical form of learning that addresses the structural causes of poverty and injustice in the global North and South. This volume debates development education practice and the policy environment in which it is delivered. It affirmatively points to the transformative power of education as a means toward social change.

Handbook of Research on Teacher Education and Professional Development John Wiley & Sons

Advancing a unified, principled approach that aims for high quality/high equity educational outcomes, this book offers clear, realistic guidelines for the tasks of writing curriculum documents and designing official syllabi and professional development programs at system and school levels.

"Europe" Turned Local - The Local Turned European? IGI Global
Capitalizing on the current movement in history education to nurture a set of shared methodologies and perspectives, this text looks to break down some of the obstacles to transnational understanding in history, focusing on pedagogy to embed democratic principles of inclusion, inquiry, multiple interpretations and freedom of expression. Four themes which are influencing the broadening of history education to a globalized community of practice run throughout *Teaching History and the Changing Nation State*: · pedagogy, democracy and dialogue · the nation – politics and transnational dimensions · landmarks with questions · shared histories, shared commemorations and re-evaluating past denials The contributors use the same pedagogical language in a global debate about history teaching and learning to break down barriers to search for shared histories and mutual understanding. They explore contemporary topics, including The Gallipoli Campaign in World War I, transformative approaches to a school history curriculum and the nature of federation.

Social Changes and Yuwen Education in Post-Mao China IGI Global

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.

Young People and Active Citizenship in Post-Soviet Times Routledge

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.

Social Studies Education in East Asian Contexts Springer
Situating within the context of "post-soviet times", this book explores young people's citizenship activities and values in three distinct environments: post-soviet union countries, post-soviet union satellites, and countries that were independent of the soviet-union. Its purpose is to investigate the influence of these contexts on the ways young people see their citizenship in what are now emerging democracies. The future of nations depends to a large extent on whether citizens will continue to support existing values and will engage in activities to support those values. Using a framework designed by Kennedy (2006) and further developed by Zalewska, Krzywosz-Rynkiewicz (2011) the study examined the citizenship values of 3794 students aged 11-14-18 from 11 European countries. The main themes of this book include exploring similarities and differences in citizenship activities within countries and across countries; advancing explanations for these similarities and differences; highlighting the importance of contexts that influence citizenship activities and values; and assessing the extent to which democratic values are reflected in young people's citizenship activities.

Charting the Future: social and political education in senior cycle of post primary schools Springer

This book draws theoretically and methodologically from the sociology of curriculum, educational policy, and comparative education to meta-analyze the findings of nine separate studies exploring constructions of "Europe" in the secondary school curricula of Social Studies from a number of countries: Germany, Greece, France, Poland, Cyprus, Sweden, Ireland, and Northern Ireland, as well as the Autonomous Community of the Basque Country (Spain). The objectives of the book are threefold: first, to explore constructions of "Europe" and "European identity-citizenship" in these countries' curricula; second, to explore whether, and, if so, how these findings indicate a "Europeanization" of national curricula; and third, to discuss the similarities, differences, continuities, discontinuities, and tensions identified when comparing these curricula. (Series: Europa lernen. Perspektiven für eine Didaktik europäischer Kulturstudien - Vol. 2)

Service-Learning Essentials Routledge

The book explores the state of social studies education within selected East Asian societies and provides some insights into distinctive classroom practices. In an increasingly volatile and unpredictable world, the education of young people who both understand the contexts in which they are growing up and see the need for engaging with them is a top priority. This task falls to social studies education which carries the responsibility for inducting young people into their social world and helping them to see the role they can play within it. This is particularly important in East Asia where strong economic growth, long held cultural values and diverse political systems create an environment that challenges young people on multiple fronts. This book, with its team of regional authors, shows how different societies in the region are dealing with these challenges and what can be expected from future citizens. The book will appeal to policy makers, researchers and teachers interested in the current state of social studies education in East Asian societies. *Educating for Critical Democratic Literacy* Springer Science & Business Media

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.

Research in Higher Education Guilford Publications

This book explores the role of education in the formation of the Singapore developmental state. The book provides a historical study of citizenship education in Singapore, whereby a comparative study of history, civics and social studies curricula, and the politics and policies that underpin them are examined.

Education and Society in Hong Kong and Macao Routledge

This curriculum guide is intended to provide practical, easy-to-use applications for the widest range of faculty who would like to develop their students' citizenship skills by integrating civic responsibility concepts and practices into their college courses. The authors recognize that community college faculty teach courses that reflect varying levels of student development, so they have incorporated ideas that can be applied to a large number of courses, from developmental to honors. Similarly, because some faculty may have more flexibility than others in course content or structure, they present activities that can work at several levels of involvement. The authors have also taken into account the various disciplines and certificate and degree programs offered at community colleges, so that faculty members from liberal arts, social sciences, physical sciences, mathematics, and vocational and technical programs all may find this guide useful and appropriate for their classes. This guide

contains 5 chapters. Chapter 1 looks at the need for service learning and civic responsibility in the curriculum, as a response to larger changes and trends in society and the mission of higher education. In this chapter the authors also ask teachers to consider their own classroom practices as related to civic responsibility. Chapter 2 examines the meaning and implications of civic responsibility--how it can be defined, how teaching civic skills is highly compatible with the larger mission of higher education, and how civic responsibility is related to service. Chapter 3 focuses on the practice of civic responsibility. Here they explore strategies that classroom teachers can use to integrate civic responsibility concepts and activities into their courses so that students come away with a greater understanding of what is expected of them as citizens in their society. These strategies, all of which can be used with service learning, range from one-time experiences or activities to multi-class or semester-long involvement. Chapter 4 addresses assessment. Although it may prove difficult to assess the level of civic responsibility acquired by students because the goals of a civic curriculum are not as easily quantifiable as many other learning objectives, several strategies are offered that have been used successfully in community colleges. Chapter 5 poses closing questions about the mission of teachers' courses and their college and the challenges they may face as they integrate civic responsibility into their curriculum. Six appendices are included: (1) Films, Quotations, and Articles; (2) Reflection Resources; (3) Reflection Exercises; (4) Bibliography; (5) Organizations and Web Sites; and (6) Supplemental Materials. (Contains 3 tables.) [This document is based upon work supported by the Corporation for National and Community Service.

Teacher Education and the Development of Democratic Citizenship in Europe Combat Poverty Agency

This book traces the influences that have shaped the secondary school history curriculum during Hong Kong's prolonged political transition between the 1960s and the early 21st century, focusing especially on the relationship between history teaching and identity formation. The author's experience as a local history teacher during the mid-1990s made him conscious of the peculiarities of the history curriculum at the time; in particular, the neglect of Hong Kong's own history in both syllabuses and textbooks, and the unique division between 'History' and the entirely separate subject of 'Chinese History'.