

# MPL CIVIC EDUCATION

For Senior Secondary Schools

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New  
Edition

Gbenga M. Babalola

# Civic Education Textbook For Senior Secondary School

**John L. Cogan, Murray Print**



## **Civic Education Textbook For Senior Secondary School:**

**Essential Civic Education for Senior Secondary Schools (SS1, SS2 & SS3)** Gbenga M. Babalola,Igbinobu Chuks,2015      Civic Education for SS 1-3 Nigeria. Federal Ministry of Education,2009      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      **Basic Concepts of Civic Education for Senior Secondary Schools** Oladele Odanye,2013      **Educational Directory** ,1941      **Resources in Education** ,1998      *Charting the Future: social and political education in senior cycle of post primary schools* ,      *History Education at the Edge of the Nation* Piero S. Colla,Andrea Di Michele,2023-06-27 This edited volume explores the evolution of history education from a transnational perspective focusing on border regions in Europe that are considered on the periphery of the Nation State By introducing this concept and taking into consideration the dynamics of decentralization and the development of minorities teaching practices and narratives the book sheds light on new challenges for history education policy and curriculum design Chapters take a comparative approach dissecting and analyzing specific case studies from school systems in France Germany Italy the UK and Scandinavian countries In doing so the editors and their authors weave a systematic account of the impact of local autonomy on educational culture on the civic remit of schools and on the narratives embodied by history school canons      **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

**Back to the Future** Maria Assunção Flores, Ana Amélia Carvalho, Fernando Ilídio Ferreira, Maria Teresa Vilaça, 2013-06-13 Schools and teachers are facing various challenges in a rapidly changing world In such circumstances discussing and sharing concerns of mutual interest regarding policy practice and research is crucial to creating more sophisticated understandings of the various challenges as a first step in the improvement of education While the future should not be imprisoned in the past the past does provide valuable lessons that will undergo new iterations in constructing the future The future will be multi faceted and complex and the different chapters included in this book are intended to provide important contributions from which to build the future of education The different chapters provide readers with international perspectives frameworks and empirical evidence of legacies continuities and changes in educational policy practice and research in teaching teacher education and learning We hope that they inspire the readers to build the future and to change their own professional realities Cheryl J Craig Ph D Professor University of Houston Houston TX USA Secretary ISATT This book metaphorically captures the looking backward to the past pressing forward to the future that typically takes place on celebratory occasions It causes us to pause and remember even as we race toward a time unknown to us In a sense the authors featured in this book serve as tour guides pointing out legacies continuities and changes in teaching and teacher education I strongly urge readers not only to peruse the chapters that follow but to distill them to their essences and to glean what is of value to be learned from them In conclusion the ISATT Executive especially thanks the co editors of this volume who have compiled a superb collection of chapters on a timely and relevant topic

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