## JSS2 CIVIC EDUCATION 2<sup>ND</sup> TERM EXAMINATION QUESTIONS OBJECTIVE: ANSWER ALL

- 1. How many tiers of government exist in Nigeria? A. One B. Two C. Three D. Four
- Who is the head of the Federal Government in Nigeria? A. Governor B. Local Government Chairman C. President D. Senate President
- What is the main function of the Federal Government? A. To oversee only local matters
   B. To represent the entire nation in external and internal affairs C. To create state policies
   D. To control traditional rulers
- Who is the head of a state government? A. Local Government Chairman B. Minister C. Governor D. Commissioner
- What is the role of the Local Government? A. To handle national security B. To manage state funds C. To oversee local affairs D. To make laws for the whole country
- What is the meaning of the rule of law? A. Government officials are above the law B. Only leaders must follow the law C. The supremacy of law over all citizens D. The police enforce only important laws
- Who propounded the doctrine of the rule of law? A. John Locke B. A.V. Dicey C. Thomas Hobbes D. Karl Marx
- Which of the following is NOT a principle of the rule of law? A. Equality before the law
   B. Impartiality C. Supremacy of the law D. Favoritism in court
- The principle that states "No citizen is above the law" is called? A. Principle of fair hearing B. Principle of equality before the law C. Principle of individual rights D. Principle of selective justice
- 10. The principle of fair hearing ensures that? A. Only leaders get legal representation B. Suspects are sentenced without a trial C. People arrested have the right to a court process D. All cases are judged by a single judge
- 11. What is the benefit of the rule of law over arbitrary rule? A. Citizens have no legal protection B. Citizens are protected against unfair treatment C. Leaders can make decisions without laws D. Only the police have rights
- Which of the following is NOT a criminal offence? A. Bribery B. Drug trafficking C. Human trafficking D. Slander
- Which of these is a civic offence? A. Corruption B. Prostitution C. Kidnapping D. Armed robbery
- Which institution makes laws in Nigeria? A. The Executive B. The Judiciary C. The Legislature D. The Police

# **Objective Question On Civic Education Question For Jss2**

United States. Office of Educational Research and Improvement

## **Objective Question On Civic Education Question For Jss2:**

Democracy, Rights and Responsibilities ,1970 Mastering the US Citizenship Test: 200 Civic Questions with Answers Angelique Lindsey, 2025-04-10 This comprehensive guide empowers individuals preparing for the United States Citizenship Test to achieve their goal with confidence Inside readers will discover 200 essential civic questions and answers meticulously designed to cover all subject areas on the official exam Expertly curated by experienced instructors this book provides a detailed roadmap for test success With a user friendly layout and clear explanations each question is accompanied by a comprehensive answer ensuring a thorough understanding of the material From the history of the United States to the structure of government this book covers every vital topic tested on the citizenship exam The questions range in difficulty allowing readers to identify areas where they may need additional support Whether you re a seasoned resident or a newcomer seeking to become a citizen this guide is tailored to meet your individual needs Its accessible format makes it suitable for all learning styles ensuring that every reader can grasp the essential concepts required to pass the exam By investing in this book you are investing in your future as an American citizen **Civic Education in the Elementary Grades** Dana Mitra, Stephanie C. Serriere, 2015 As former elementary school teachers the authors focus on what is possible in schools rather than a romantic vision of what schools could be Based on a 5 year study of an elementary school this book shows how civic engagement can be purposive and critical a way to encourage young people to examine their environment to notice and guestion injustices and to take action to make a difference in their communities and school Focusing on the intersection of student voice and critical inquiry the book describes how to embed civic engagement into curriculum school decision making processes and whole school activities Chapters provide an overview of what research has demonstrated about civic engagement at the classroom school and community levels including detailed descriptions of activities and lessons for practice Classroom teachers school principals community members and teacher educators can use this resource to foster a deeper richer understanding of what is entailed in civic life Book Features A vivid portrait of a typical public school that wants to do more than teach to the test An examination of the conditions that enable young people to participate in democratic practices including identifying and questioning injustices Concrete examples of student voice and critical inquiry in classroom contexts Practices and activities that encourage children to get along with others exchange perspectives and work across differences Offers a suggestive range of evidence that high quality civic engagement initiatives can enhance students academic social and emotional engagement It reveals the nitty gritty of how experienced teachers can enable children who are immersed in meaningful civic work also to engage more deeply with mathematical problem solving peer collaboration literacy and social studies learning and development of empathy and mutual trust From the Foreword by Meira Levinson Mitra and Serriere show us not only that elementary aged children are capable of civic engagement but how such engagement can be nurtured in the classroom Children can be active civic participants this book demonstrates both the

power of this idea and how we might accomplish this essential task Beth C Rubin Rutgers University Project Citizen Level Ordinary Level Civics ,2002 **Civic Education for Diverse Citizens in Global Times** 2 Student Textbook ,2010 Beth C. Rubin, James M. Giarelli, 2013-10-11 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 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 The Civic Education of American Youth Policy Research Project on Civic Education Policies and Practices, Kenneth W. Tolo, 1999 Civic education plays an essential role in strengthening the democratic society preparing informed citizens and promoting their participation in the civic life of their communities. This project explores state K 12 civic education policies and related requirements nationwide as well as factors that shape K 12 civic education policies and practices in school districts and schools The first two chapters of this report provide the national and state contexts for content standards in core subject areas including civics review state constitutional provisions and statutes that promote civic education and examine how social studies standards assessment teacher certification and other state policies build on these provisions and statutes Recognizing the centrality of state standards chapters 3 through 5 examine the extent to which the civics content in state standards promotes civic dispositions civic intellectual skills and civic knowledge respectively Chapters 6 through 11 examine several influences on civic education at the district level standards instructional materials assessment professional development extracurricular and co curricular activities and individuals organizations and funding Chapter 12 provides recommendations for developing sustainable state and school district civics commitments that ensure systematic attention to civic education in grades K 12 Key findings from the project report are included as are extensive chapter notes and 47 tables of data Seven appendices contain additional information BT Youth Attitudes Towards Civic Education and Community Service Requirements. Fact Sheet Mark Hugo Lopez, 2002 In a recent survey sponsored jointly by the Center for Information and Research on Civic Learning and Engagement and the Council for Excellence in Government several questions regarding young people's attitudes towards civic education and community service requirements were asked These included questions asking if students were favorable or unfavorable towards 1 requiring all graduating high school students

to complete a certain amount of community service to receive their diploma 2 making classes on civics and government a requirement for high school graduation 3 offering every young person a chance to do a full year of national or community service and earn money towards college or advanced training and 4 making classes on civics and government a requirement for middle school Young people are not in support of requiring high school students to complete some community service However they do support requiring civics and government classes for high school graduation offering students a chance to do community service to earn money for college and requiring civics and government courses in middle school Contains 17 graphs and 3 notes This fact sheet was produced by the Center for Information and Research on Civic Learning and **Current Trends in Civic Education** Madonna Murphy, 2004 Citizenship is a quality that most **Engagement CIRCLE** Americans would agree should be promoted in the schools Values education as we have seen provokes controversy and the question Whose values are you going to teach An acceptable response is Values of citizenship American democratic values and the values upon which our country was founded This paper shows us how the U S Blue Ribbon schools use their citizenship programs to assist in the development of the character of their students Citizenship programs are usually found within the social studies curriculum but are also found integrated throughout the school in various other programs This paper presents answers to the following questions 1 What are the essential characteristics that make a citizenship program character education and not just civic education 2 What are the democratic values that we want to foster in our nation s schools 3 Why is it important to involve students in decision making in order to develop character and citizenship and 4 What are some ways that students can develop good character by caring within the classroom This paper reports on documentary and qualitative research conducted on the U S Department of Education Blue Ribbon Schools to see the different ways in which these schools promote the character of their students through their citizenship programs A character building citizenship program emphasizes the development of specific democratic qualities such as justice respect fairness cooperation persistence moral responsibility empathy and caring In order to develop these virtues schools have given students opportunities in the classroom to practice actions of caring concern for others generosity and kindness Evaluations of these activities in the Blue Ribbon schools and in other schools that have also implemented these programs have shown them to be effective in helping students develop their character and thereby act as good citizens We the people-- project citizen Center for Civic Education (Calif.), National Conference of State Legislatures, 1997 **IEA Civic Education Study Phase I:** The United States, Volume II. Response To The 18 Framing Questions A-F And An Annotated Bibliography Of... **ED444886... U.S. Department Of Education** United States. Office of Educational Research and Improvement, 2001\*

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