

Senior Secondary

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Revised Edition



Classic Civic Education

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Civic Education Ss3 Text Book

Gregory I. Massing, Holt McDougal



Civic Education Ss3 Text Book:

Civic Education for SS 1-3 Nigeria. Federal Ministry of Education, 2009 **Essential Civic Education for Senior Secondary Schools (SS1, SS2 & SS3)** Gbenga M. Babalola, Igbinobu Chuks, 2015 **The Civic Textbook** Aleksandar Saša Zeković, 2005 Civic Education Ibiyemi Oyeneye, Michael Onyenwenu, Robert Akaniro, 2011-01-01 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 *We the People*, 2016 Fundamentals of Civic Education Engida Kassaye Amare, 2003 Civic Education Richard G. Niemi, Jane Junn, 2005-05-11 Sound democratic decisions rely on a citizenry with at least a partial mastery of the rules and workings of democratic government American high schools where students learn the basics of citizenship thus ought to play a critical role in the success of democracy Yet studies examining the impact of high school government and civics courses on political knowledge over the past quarter century have generally shown that these courses have little or no effect In this important book Richard G Niemi and Jane Junn take a fresh look at what America's high school seniors know about government and politics and how they learn it The authors argue convincingly that secondary school civics courses do indeed enhance students civic knowledge This book is based on the most extensive assessment to date of civic knowledge among American youth the 1988 National Assessment of Education Progress NAEP Civics Assessment The authors develop and test a theoretical model to explain the cognitive process by which students learn about politics and they conclude by suggesting specific changes in the style and emphasis of civics teaching *Civic Education & Culture* Bradley C. S. Watson, 2005 What do we teach our citizens This great Platonic question is as crucial today as it has ever been America and the West come to terms with this question in the context of their richly diverse technologically sophisticated fundamentally individualistic societies Virtually all would agree that such diversity sophistication and freedom are positive political and cultural goods but many would also argue that they militate against the coherence that all regimes and civilizations must in some way demand The nature extent and coherence of civic education are perhaps the greatest determinants of a regime's politics and culture and the regime can in turn do much to foster the right kind of civic education This book presents the insights of renowned scholars and writers including Stephen H Balch Timothy Fuller and Roger Kimball who have thought broadly and deeply about the role that education at all levels plays in promoting maintaining or undermining our politics culture and society **Making Citizens** Beth C. Rubin, 2012 Making

Citizens illustrates how social studies can recapture its civic purpose through an approach that incorporates meaningful civic learning into middle and high school classrooms

Civic Education for Diverse Citizens in Global Times 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

Who's who and why in After-war Education ,1921 *The New Civics* Roscoe Lewis Ashley, 2023-07-18 This book is a textbook on civics and government for secondary school students Ashley provides an overview of the structure and functions of government at the local state and federal levels as well as an introduction to key concepts in citizenship and political participation The book incorporates case studies and real world examples to illustrate the practical application of these concepts This work has been selected by scholars as being culturally important and is part of the knowledge base of civilization as we know it This work is in the public domain in the United States of America and possibly other nations Within the United States you may freely copy and distribute this work as no entity individual or corporate has a copyright on the body of the work Scholars believe and we concur that this work is important enough to be preserved reproduced and made generally available to the public We appreciate your support of the preservation process and thank you for being an important part of keeping this knowledge alive and relevant

Making Better Citizens Civic Education Foundation, Cambridge, Mass, 1952 We the People-- ,1988 Civics textbook with an emphasis on the U S Constitution and Bill of Rights

The Future of Civic Education Elizabeth Yeager Washington, Keith C. Barton, 2024-10 Speaking to the need to move beyond traditional formulations this textbook presents radical visions for transforming civic education in the United States Drawing on the experience of educators and scholars including those rooted in feminist queer abolitionist global and race conscious perspectives this work offers new practical ideas for civic education reform Responding to recent political crises many scholars educators and public commentators have called for a rebirth of civic education but these all are grounded in the premise that the goal of civic education should be to teach students about the U S Constitutional system and how to operate within it This book argues that the U S governmental system including the Constitution is infused with racist and anti democratic premises and procedures It asks How can we seek a new path one that is more democratic more equitable and more humane A diverse range of leading civic educators

who are willing not just to push the boundaries of civic education but to operate outside its assumptions altogether explore what future possibilities for civic education might look like and how these innovative ideas could be implemented in the classroom Combining theory with practice The Future of Civic Education will be important reading for those studying or researching in social studies methods social studies issues citizenship and civic education It will also be beneficial to social studies teachers at elementary and secondary levels as well as policymakers and non governmental organizations NGOs

The New Civics Education Commission of the States,2013 Preparing students to be engaged productive citizens is one of the foundational purposes of public education in the United States Thomas Jefferson John Adams Horace Mann to name a few all espoused free universal public education as the key element that was necessary to maintain the integrity of the American republic over time Public schools remain as the best avenue to ensure that citizens possess the knowledge skills and dispositions needed for productive participation in civic and political life While the role that civic education plays in public schools has been reduced somewhat in the last 50 years the civic education field has continued to make significant strides in identifying best practices for civic education Today's best practices for civic learning are widely divergent from the textbook based high school civics classes that were dominant 25 years ago We now know that active civic learning as opposed to flat civic learning is essential to meeting the civic purposes of public education This issue of The Progress of Education Reform provides a close look at the new civics how it differs from previous practices what it includes how it is supported by research and its implications for policy Contains 5 tables 8 resources and 25 endnotes **Holt McDougal Civics in Practice**

Gregory I. Massing,Holt McDougal,2009 The United States is a model of freedom democracy and economic strength for the rest of the world Our continued success as a world leader depends on whether citizens like you take an active part in our government and institutions This Civics program helps you foster student civic responsibility with a balanced approach that focuses on the principles of government active citizenship and responsible economic participation Throughout Holt Civics in Practice you will find special features that will help you understand more about your roles in your country and community Many of these features were developed with our partners the Center for Civic Education and the World Almanac Education Group From the publisher **Making Civics Count** David E. Campbell,Meira Levinson,Frederick M. Hess,2012-10-01 By

nearly every measure Americans are less engaged in their communities and political activity than generations past So write the editors of this volume who survey the current practices and history of citizenship education in the United States They argue that the current period of creative destruction when schools are closing and opening in response to reform mandates is an ideal time to take an in depth look at how successful strategies and programs promote civic education and good citizenship Making Civics Count offers research based insights into what diverse students and teachers know and do as civic actors and proposes a blueprint for civic education for a new generation that is both practical and visionary Civic Education in the Twenty-first Century Michael T. Rogers,Donald M. Gooch,2015 With Civic Education in the Twenty First

Century we call for the United States to make these practices less isolated and more common throughout the country. The volume is broken into three major sections. First, there are four chapters exploring the history and philosophical debates about civic education, particularly with respect to its role in America's educational institutions. Then, the second section provides seven groundbreaking inquiries into how politicians and political institutions can promote civic education and engagement through their routine operations. As some examples, this section explores how politicians through campaigns and judiciaries through community programs enhance civic knowledge and encourage civic engagement. This section also explores how new technologies like the Internet and social media are increasingly used by government institutions and other entities to encourage a more politically informed and engaged citizenry.

Civic Education in the Twenty-First Century

Donald M. Gooch, Michael T. Rogers, 2015-09-18. Imagine an America where politicians, governmental institutions, schools, new technologies, and interest groups work together to promote informed, engaged citizens. Civic Education in the Twenty-First Century brings together scholars from various disciplines to show how such a United States is possible today. Inspired by Alexis de Tocqueville's analysis of American democracy in the early 1800s, this edited volume represents a multidimensional evaluation of civic education in its new and varied forms. While some lament a civics crisis in America today, Civic Education in the Twenty-First Century raises hope that we can have an informed and active citizenry. We find the activities of a number of politicians, government institutions, schools, and interest groups as promising developments in the struggle to educate and engage Americans in their democracy. New technologies and new innovations in civic education have laid the foundation for a revitalized American civic ecology. With Civic Education in the Twenty-First Century, we call for the United States to make these practices less isolated and more common throughout the country. The volume is broken into three major sections. First, there are four chapters exploring the history and philosophical debates about civic education, particularly with respect to its role in America's educational institutions. Then, the second section provides seven groundbreaking inquiries into how politicians and political institutions can promote civic education and engagement through their routine operations. As some examples, this section explores how politicians through campaigns and judiciaries through community programs enhance civic knowledge and encourage civic engagement. This section also explores how new technologies like the Internet and social media are increasingly used by government institutions and other entities to encourage a more politically informed and engaged citizenry. Finally, the third section contains six chapters that explore programs and practices in higher education that are enhancing civic education, engagement, and our knowledge of them. From the virtual civics campus of Fort Hayes State to citizens' academies throughout the country, this section shows the possibilities for schools today to once again be civics actors and promoters.

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