

SUSANCHRIS MODEL SECONDARY SCHOOL
FIRST TERM EXAMINATION, 2024/2025 SESSION.
CIVIC EDUCATION SS3
OBJECTIVES: ANSWER ALL.

1. ---- Is not a form of popular participation.
 - a. Physical popular participation
 - b. Social popular participation
 - c. Political popular participation
 - d. Economic popular participation
2. Popular participation gives --- to government.
 - a. Legitimacy
 - b. Legacy
 - c. Efficiency
 - d. Power
3. --- popular participation involves the use of voter's card during election of its leaders.
 - a. Traditional mode of popular participation
 - b. Societal mode of popular participation
 - c. Modern mode of popular participation
 - d. Economic mode of popular participation
4. Democracy as a system of government remains a heritage from ---
 - a. France
 - b. Greece
 - c. USA
 - d. Britain
5. Another name for representative democracy is --
 - a. Direct democracy
 - b. Indirect democracy
 - c. Primary democracy
 - d. Secondary democracy
6. --- is the only person qualified to declare a candidate that contested in an election a winner

Civic Education Question For Ss3

Tom Driscoll, Shawn W. McCusker

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the authors' names.

Civic Education Question For Ss3:

Who's who and why in After-war Education ,1921 **The National Union Catalogs, 1963-** ,1964 **National Union Catalog** ,1968 Includes entries for maps and atlases *Who's Who in the World, 1995* Marquis Who's Who,1995-12 This single volume affords instant access to more than 35 000 individual biographies of the people whose activities are shaping today s world Among those profiled are prominent government figures high ranking military officers leaders of the largest corporations in each country heads of religious organizations pioneers in science the arts many more **Publishers' International ISBN Directory** ,1998 *Democracy, Rights and Responsibilities* ,1970 **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 **Becoming Active Citizens** Tom Driscoll,Shawn W. McClusker,2022-05-24 Reimagine civic education This innovative resource provides practical strategies and technological resources for creating authentic engaging learning experiences that empower students to participate in civic discourse and action It examines the current reality of civic education in the United States and other democracies identifies why change is necessary and guides readers on how to spark interest and build skills for participating in a democratic society K 12 educators and leaders will Learn how to transform civic education to prepare students to become active and engaged citizens Discover how to weave civic instruction across the curriculum to create authentic interdisciplinary projects Explore games and other activities that enhance student engagement and understanding of civics Receive lesson examples of effective civic instruction for various grade levels and subject areas Understand how to create opportunities for teaching democratic values through productive civil discourse Contents Introduction Part I Civic Education in 2022 Chapter 1 Civic Education in 2022 Chapter 2 What Works in Civic Education Part II Modern Civic Education in Action Chapter 3 The Power of Action Civics and Authentic Experiences Chapter 4 Engagement in Civil Discourse Chapter 5 News Media Literacy for Combating Misinformation Chapter 6 Engagement Through Games Simulations and Competitions Part III Civics Lessons Across Subject Areas Chapter 7 Civics Lessons for English Language Arts and Social Studies Chapter 8 Civics Lessons for Science and

Mathematics Chapter 9 Interdisciplinary Civics Experiences Epilogue References and Resources Index Civics for the World to Come Nicole Mirra, Antero Garcia, 2023-07-25 Help students use their voices to build an equitable and just society Years of political violence and protests against injustice have revived interest in teaching civics in schools The problem Civic education as it currently exists privileges systems not students It promotes incremental change within a broken democracy rather than responding to the youth led movements that call for the abolition of inequitable social structures What will it take to prepare young people for the just future they are fighting for Civics for the World to Come offers educators a framework for designing the critical civic education that our students deserve Synthesizing perspectives on democratic life from critical race theory ethnic studies Afrofuturism and critical literacy the book presents key practices for cultivating youth civic agency grounded in equity and justice The authors explore five world building civic skills Inquiry Storytelling Imagination Networking and Advocacy and introduce readers to real learning communities where students and educators are transforming themselves and society *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 Project Citizen We the People-- Project Citizen, Center for Civic Education (Calif.), National Conference of State Legislatures, 2010 *The Morality of Democratic Citizenship* Robert Freeman Butts, 1988 In recent years a number of political and educational leaders and groups have urged the nation s public schools to place a greater emphasis on teaching civic values and on educating students to become citizens This book puts forth the civic values and ideas that schools should be teaching The volume is not a handbook or curriculum guide but is designed to broaden the perspective of curriculum specialists textbook authors teachers and educational policymakers In the first three chapters of this four chapter book the study of and learning about history the study and learning about constitutional principles and the study and learning about conceptions of citizenship are examined The final chapter offers a set of 12 ideas and civic values that should suffuse teaching and learning in the schools These 12 values are justice equality authority participation truth patriotism freedom diversity privacy due process property and human rights DB 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 Ordinary Level Civics , 2002 *Teaching Civic Literacy Projects* Shira Eve Epstein, 2014 This practical resource shows teachers how to enact robust forms of civic education in today s schools Both instructive and thought provoking it will inspire teachers to craft curricula addressing a wide range of genuine civic problems such as those related to racial discrimination environmental damage and community health Dividing civic literacy projects into three key phases problem identification problem exploration and action the author provides concrete examples from upper elementary middle and high school classrooms to illustrate and analyze how each phase can unfold The projects ultimately provide opportunities for youth to participate in civic life while they develop essential literacy skills

associated with reading writing and speaking The final chapter outlines a curriculum design process that will result in coherent and meaningful civic literacy projects driven by clear goals It includes practical tools such as a sample unit timeline an assessment chart and student worksheets that can be modified for immediate use Shira s work offers us a reflection of democratic practice in the classroom through the teaching of critical reading persuasive writing and deliberation In *Teaching Civic Literacy Projects* Shira invites us all to contemplate the depth of the democratic project and the possibility that schools can help uphold our democratic ideals From the Foreword by Celia Oyler professor Teachers College Columbia University This book is a gem Shira Epstein has provided invaluable assistance for teachers interested in engaging their students in the political and civic spheres in ways that build crucial literacy skills The combination of a powerful framework and rich and detailed case studies provides readers with a clear vision and helpful specific guidance for creating robust civic learning experiences for young people Diana Hess senior vice president Spencer Foundation and professor University of Wisconsin Madison Excellent civic education means encouraging young people to identify and define problems and take action That is challenging in our era of political polarization and narrow definitions of education Shira Eve Epstein provides the best practical guide for teachers who want their students to confront social problems Peter Levine Lincoln Filene Professor of Citizenship Public Affairs Tufts University

National Standards for Civics and Government Center for Civic Education (Calabasas, Calif.),1994

Civic Education and the Future of American Citizenship Elizabeth Kaufer Busch,Jonathan W. White,2012-11-02 The Founders of this nation believed that the government they were creating required a civically educated populace Such an education aimed to cultivate enlightened informed and vigilant citizens who could perpetuate and improve the nation Unfortunately America s contemporary youth seem to lack adequate opportunities if not also the ability or will to critically examine the foundations of this nation An even larger problem is an increasing ambivalence toward education in general Stepping into this void is a diverse group of educators intellectuals and businesspeople brought together in *Civic Education and the Future of American Citizenship* to grapple with the issue of civic illiteracy and its consequences The essays edited by Elizabeth Kaufer Busch and Jonathan W White force us to not only reexamine the goals of civic education in America but also those of liberal education more broadly

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Civic Education in the Age of Mass Migration Angela M. Banks, 2021 This important book offers an inclusive approach to preparing students to be responsible participants in a democratic society Civic education generally operates through the lens of citizenship where students learn what good citizenship is and what good citizens do Yet the citizenship lens fails to identify the wide range of schoolchildren and their families who participate in economic political and social life *Civic Education in the Age of Mass Migration* examines the exclusionary aspects of citizenship and offers democratic societies an alternative approach that includes all long term residents regardless of citizenship and immigration status Banks reimagines a civic education curriculum that gives secondary students the knowledge and skills needed to move the United States toward a more perfect union Book Features A brief overview of the history of civic education and why citizenship status and immigration status should be explicitly addressed An examination of the economic political and social forces shaping immigration law A new way to conceptualize membership based on three principles popular sovereignty participation and the *jus nexi* principle Classroom activities and discussion questions to help civic educators incorporate the idea of citizenship boundaries into their curriculum

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