

Senior Secondary

3



Revised Edition



Classic Civic Education

Akanbi Ojodu
Adeseye Samuel Olu

Nelly Okechukwu
Idoreyen Akpan

Bashir Yusuf

Civic Education Textbook Ss3

Aleksandar Saša Zeković



Civic Education Textbook Ss3:

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 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 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 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 question 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

Civic Education Ibiyemi Oyeyeye, 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

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.

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.

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

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

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

The Future of Civic Education Elizabeth Yeager Washington, Keith C. Barton, 2024-10-01 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 Learning the Ways of Democracy ,2012-05-01 **Local Civics with National**

Purpose J. Spencer Clark,2021-02-04 This book examines the development of civic education in the United States through the lives of two teachers at Shortridge High School SHS in Indianapolis around 1900 After situating civic education at the turn of the century the book describes the career of Laura Donnan her influences teaching extracurriculars and civic life through the lens of her unique epistemology shaped by negotiating the gendered ideologies of her era Then the book re examines Arthur W Dunn s career focusing on his ten years at SHS and the influence of Donnan on his popular community civics curriculum and subsequently the 1916 report The Social Studies in Secondary Education Previous scholars have overlooked Dunn s time at SHS viewing it simply as a stepping stone for the progressive educator s career This book argues that Dunn s time at SHS was pivotal to his career due to influential colleagues primarily Donnan To conclude Clark discusses the implications of Donnan s epistemology in shaping civic education in the United States **Making Citizens** Beth C. Rubin,2012 Can social studies classrooms be effective makers of citizens if much of what occurs in these classrooms does little to prepare young people to participate in the civic and political life of our democracy 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 The book explains why social studies teachers particularly those working in diverse and urban areas should infuse civic education into their teaching and outlines how this can be done effectively Directed at both pre service and in service social studies teachers and designed for easy integration into social studies methods courses this book follows students and teachers in social studies classrooms as they experience a new approach to the traditional history oriented social studies curriculum using themes essential questions discussion writing current events and action research to explore enduring civic questions Following the experiences of three teachers working at three diverse high schools Beth C Rubin considers how social studies classrooms might become places where young people study ponder discuss and write about relevant civic questions while they learn history She draws upon the latest sociocultural theories on youth civic identity development to describe a field tested approach to civic education that takes into consideration the classroom and curricular constraints faced by new teachers Project Citizen ,2008 This process oriented program for use in the middle grades focuses on the role of state and local governments in the U S federal system **Civic Education in the Age of Mass Migration** Angela M. Banks,2021 This important book offers a more 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 school children 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 students the knowledge and skills they will need to assist the United States in becoming 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

The Civic Textbook Aleksandar Saša Zeković, 2005 *Project Citizen We the People-- Project Citizen*, Center for Civic Education (Calif.), National Conference of State Legislatures, 2010

Civic Education and Liberal Democracy Peter Strandbrink, 2017-07-10 This book explores the inherent tension in civic education There is a surging belief in contemporary European society that liberal democracy should work harder to reproduce the civic and normative setups of national populations through public education The cardinal notion is that education remains the best means to accomplish this end and educational regimes appropriate tools to make the young more tolerant civic democratic communal cosmopolitan and prone to engaged activism This book is concerned with the ambiguities that strain standard visions of civic education and educational statehood On the one hand civic normative education is expected to drive tolerance in the face of conflicting good life affirmations and accelerating worldview pluralisation on the other hand nation states are primarily interested in reproducing the normative prerogatives that prevail in restricted cultural environments This means that civic education unfolds on two irreconcilable planes at once one cosmopolitan tolerant another parochial intolerant The book will be of significant interest to students and scholars of education sociology normative statehood democracy and liberal political culture particularly those working in the areas of civic education as well as education policy makers

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Table of Contents Civic Education Textbook Ss3

1. Understanding the eBook Civic Education Textbook Ss3
 - The Rise of Digital Reading Civic Education Textbook Ss3
 - Advantages of eBooks Over Traditional Books
2. Identifying Civic Education Textbook Ss3
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Civic Education Textbook Ss3
 - User-Friendly Interface
4. Exploring eBook Recommendations from Civic Education Textbook Ss3
 - Personalized Recommendations
 - Civic Education Textbook Ss3 User Reviews and Ratings
 - Civic Education Textbook Ss3 and Bestseller Lists

5. Accessing Civic Education Textbook Ss3 Free and Paid eBooks
 - Civic Education Textbook Ss3 Public Domain eBooks
 - Civic Education Textbook Ss3 eBook Subscription Services
 - Civic Education Textbook Ss3 Budget-Friendly Options
6. Navigating Civic Education Textbook Ss3 eBook Formats
 - ePub, PDF, MOBI, and More
 - Civic Education Textbook Ss3 Compatibility with Devices
 - Civic Education Textbook Ss3 Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Civic Education Textbook Ss3
 - Highlighting and Note-Taking Civic Education Textbook Ss3
 - Interactive Elements Civic Education Textbook Ss3
8. Staying Engaged with Civic Education Textbook Ss3
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Civic Education Textbook Ss3
9. Balancing eBooks and Physical Books Civic Education Textbook Ss3
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Civic Education Textbook Ss3
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Civic Education Textbook Ss3
 - Setting Reading Goals Civic Education Textbook Ss3
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Civic Education Textbook Ss3
 - Fact-Checking eBook Content of Civic Education Textbook Ss3
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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