

# Civic Education Textbook

**Richard M. Battistoni**

**Essential Civic Education for Senior Secondary Schools (SS1, SS2 & SS3)** Gbenga M. Babalola,Igbinobu Chuks,2015

*Project Citizen Level 2 Student Textbook* ,2010

**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.

*MK Junior Secondary Civic Education* Nsama Gershom Bwembya,Godfrey E. N. Nsubuga,2012

*Civic Education in the Twenty-First Century* Michael T. Rogers,Donald M. Gooch,2015-09-18 Imagine an America where governmental institutions, schools, new technologies, and interest groups work together to promote more informed citizens. Civic Education in the Twenty-First Century brings together the research of scholars from various disciplines to show that by expanding what is done in isolation, we can realize such a healthy civic ecology.

**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

**Building Better Citizens** Holly Korbey, 2019-11-16 Educating for citizenship was the original mission of American schools, but for decades that knowledge—also known as civics education—has been in decline, as schools have shifted focus to college and career, STEM, and raising reading and math scores. But over the last few years, spurred on by political polarization and a steep decline in public understanding, civics education is seeing a nation-wide resurgence, as school leaders, educators, and parents recognize the urgency of teaching young people how America works—especially young people who have been marginalized from the political system. But this isn’t your grandmother’s civics. The “new” civics has been updated and retooled for the phone-addicted, multi-cultural, globalized twenty-first century kid. From combatting “fake news” with fact checking in Silicon Valley, to reviving elementary school social studies in Nashville, to learning civic activism in Oklahoma City, journalist Holly Korbey documents the grassroots revival happening across the country. Along the way, she provides an essential guidebook for educators, school leaders and caregivers of all types who want to educate a new generation of engaged citizens at a critical time in American democracy.

**We, the People**, 1988 Civics textbook with an emphasis on the U.S. Constitution and Bill of Rights.

**Young Children’s Civic Mindedness** Jennifer Hauver, 2019-01-21 Young Children’s Civic Mindedness provides a well-grounded understanding of children’s civic thought and action by inviting readers to look and listen carefully to the voices of young children themselves. Grounded in research on children’s evolving civic identities and drawn from extended case studies and rich narrative vignettes, this book shows the many ways even the youngest children can be civic-minded and

political. The book engages readers in thinking about the many ways children reason about and approach civic problems; how children's experience in various local and larger contexts shapes their thinking and action; and the environmental factors that delimit what children see as possible in civic spaces. Written for early childhood, elementary and civic educators, this book encourages readers to go beyond mere rhetoric on the importance of civic education, to develop improved ways of teaching for children's civic development.

*Civic Education for SS 1-3 Nigeria*. Federal Ministry of Education, 2009

**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 Engagement Across the Curriculum** Richard M. Battistoni, 2017-01-27 *Civic Education Across the Curriculum* offers faculty in all disciplines rationales and resources for connecting their service-learning efforts to the broader goals of civic engagement. Campuses promoting engagement are beginning to tie service-learning practices to their civic mission of preparing students for participation in a diverse, democratic society. There are, however, few resources for faculty—especially those in fields not traditionally linked with civic education—to think about how civic engagement might be incorporated into their own disciplinary perspectives and course goals. This volume distills a wide range of disciplinary perspectives on citizenship into usable conceptual frameworks. It provides concrete examples of course materials, exercises, and assignments that can be used in service-learning courses to develop students' civic capacities, regardless of disciplinary area. This volume will assist faculty in their own curricular work as well as enable them to combine their individual initiatives with others across their campus.

Teaching America David Feith, 2011-09-16 In *Teaching America*, more than 20 leading thinkers sound the alarm over a crisis in citizenship--and lay out a powerful agenda for reform. The book's unprecedented roster of authors includes Justice Sandra Day O'Connor, Senator Jon Kyl, Senator Bob Graham, Secretary Rod Paige, Alan Dershowitz, Juan Williams, Glenn Reynolds, Michael Kazin, Frederick Hess, Andrew Rotherham, Mike Feinberg, Seth Andrew, Mark Bauerlein and more. Their

message: To remain America, our country has to give its kids a civic identity, an understanding of our constitutional system, and some appreciation of the amazing achievements of American self-government. But we are failing. Young Americans know little about the Bill of Rights, the democratic process, or the civil rights movement. Three of every four high school seniors aren't proficient in civics, nine of ten can't cut it in U.S. history, and the problem is only aggravated by universities' disregard for civic education. Such civic illiteracy weakens our common culture, disenfranchises would-be voters, and helps poison our politics.

**We the People**, 1995 Civics textbook with an emphasis on the U.S. Constitution and Bill of Rights.

Diversity, Transformative Knowledge, and Civic Education James A. Banks, 2020-03-12 WINNER 2021 Society of Professors of Education Outstanding Book Award The essays collected in this book, by James A. Banks, a foundational figure in the field of multicultural education, illuminate the interconnection between the author's work on knowledge construction and civic education. In pieces both poignant and personal, Banks shares some of his most groundbreaking and innovative work. *Diversity, Transformative Knowledge, and Civic Education* aims to unpack the citizenship-education dilemma, whereby education programs strive to teach students democratic ideals and values within social, economic, political, and educational contexts that contradict justice, equality, and human rights. For change to take place, students need to internalize democratic values, by directly experiencing them in transformative classrooms and schools that are envisioned and described in this book. Drawn from Banks' formidable canon, this collection highlights the conceptual, curricular, and pedagogical issues related to this dilemma, and signals a fundamental shift toward transformative citizenship education. Students, scholars and educators in the fields of multicultural education, civic education, social studies education, comparative education, and the foundations of education will find this book to be a valuable resource for discussion and discovery.

*Civic Republicanism and Civic Education* A. Peterson, 2011-04-12 This book critically explores civic republicanism in light of contemporary republican political theory and the influence of republican models of citizenship in recent developments in civic education across a number of Western nations.

**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.

*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.

National Standards for Civics and Government Center for Civic Education (Calif.), 1994 Voluntary national content standards for civics education for grades K-12, supported by the US Department of Education.

*Articulating Citizenship* Robert Culp, 2020-03-23 At the genesis of the Republic of China in 1912, many political leaders, educators, and social reformers argued that republican education should transform China's people into dynamic modern citizens—social and political agents whose public actions would rescue the national community. Over subsequent decades, however, they came to argue fiercely over the contents of citizenship and how it should be taught. Moreover, many of their carefully crafted policies and programs came to be transformed by textbook authors, teachers, administrators, and students. Furthermore, the idea of citizenship, once introduced, raised many troubling questions. Who belonged to the national community in China, and how was the nation constituted? What were the best modes of political action? How should modern people take responsibility for “public matters”? What morality was proper for the modern public? This book reconstructs civic education and citizenship training in secondary schools in the lower Yangzi region during the Republican era. It also analyzes how students used the tools of civic education introduced in their schools to make themselves into young citizens and explores the complex social and political effects of educated youths' civic action.

Whispering the Strategies of Language: An Emotional Quest through **Civic Education Textbook**

In a digitally-driven world where displays reign great and immediate transmission drowns out the subtleties of language, the profound strategies and emotional nuances concealed within phrases usually get unheard. Yet, located within the pages of **Civic Education Textbook** a fascinating fictional prize pulsing with raw emotions, lies a fantastic journey waiting to be undertaken. Penned by a skilled wordsmith, that enchanting opus encourages visitors on an introspective trip, softly unraveling the veiled truths and profound impact resonating within the very fabric of each and every word. Within the psychological depths with this emotional review, we shall embark upon a honest exploration of the book is core subjects, dissect their fascinating writing type, and succumb to the strong resonance it evokes strong within the recesses of readers hearts.

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