

Civic Education Textbook For Senior Secondary School

Civics and Citizenship Education in Australia provides a comprehensive analysis of teaching and learning in this field in Australian schools, drawing on case study material to demonstrate the current practice in the field. Reflecting on the issues and possibilities raised by the inclusion of civics and citizenship education in the new national Australian curriculum, leading national and international scholars analyse the subject's theoretical, curricular and pedagogical bases and approaches. Placing civics and citizenship education within historical and contemporary contexts, the book critically explores a range of issues concerning the development, organisation and teaching of the subject. These include how the subject might include indigenous, global and Asian perspectives, and how it may help students to engage with issues around sustainability, active citizenship, diversity, religion and values. The final chapters written by scholars from England, the USA, Canada, Hong Kong and Singapore adopt a comparative approach situating Australian civics and citizenship education in the wider international context.

What are the obligations of the university to society and its communities? What are the virtues of university education? What are the university's ethical responsibilities to its students? The role of citizenship and civic responsibility in higher education is a highly contested yet crucial element of any consideration of the role of university in society. This book offers thoughtful insights into this role, outlining the intellectual and practical tensions and pressures which come to bear upon higher education institutions. Wide ranging in scope, it offers perspectives from British, European, Canadian and North American educational environments. Citizenship and Higher Education will prove stimulating reading for anyone concerned with the ethics of education and the university's place in society - including educationalists, researchers, sociologists and policy-makers.

For too long we've lacked a compact, inexpensive, authoritative, and compulsively readable book that offers American readers a clear, informative, and inspiring narrative account of their country. Such a fresh retelling of the American story is especially needed today, to shape and deepen young Americans' sense of the land they inhabit, help them to understand its roots and share in its memories, all the while equipping them for the privileges and responsibilities of citizenship in American society. The existing texts simply fail to tell that story with energy and conviction. Too often they reflect a fragmented outlook that fails to convey to American readers the grand trajectory of their own history. This state of affairs cannot continue for long without producing serious consequences. A great nation needs and deserves a great and coherent narrative, as an expression of its own self-understanding and its aspirations; and it needs to be able to convey that narrative to its young effectively. Of course, it goes without saying that such a narrative cannot be a fairy tale of the past. It will not be convincing if it is not truthful. But as *Land of Hope* brilliantly shows, there

is no contradiction between a truthful account of the American past and an inspiring one. Readers of Land of Hope will find both in its pages.

Numerous studies have chronicled students lack of trust in large social institutions, declining interest in politics, and decreasing civic skills. This book is a comprehensive guide to developing high-quality civic engagement experiences for college students. The book defines civic engagement and explains why it is central to a college education. It describes the state of the art of education for civic engagement and provides guidelines for designing programs that encourage desired learning outcomes. In addition, the book guides leaders in organizing their institutions to create a campus-wide culture of civic engagement.

For democracy to function effectively, citizens must engage together and compromise. Although these skills are critical for a vibrant society, civic engagement education is lacking in America today. This book evaluates the goals, challenges, and rewards of integrating civic education into K-12 and higher education, highlighting best practices.

Educating Citizens reports on how some American colleges and universities are preparing thoughtful, committed, and socially responsible graduates. Many institutions assert these ambitions, but too few act on them. The authors demonstrate the fundamental importance of moral and civic education, describe how the historical and contemporary landscapes of higher education have shaped it, and explain the educational and developmental goals and processes involved in educating citizens. They examine the challenges colleges and universities face when they dedicate themselves to this vital task and present concrete ways to overcome those challenges.

Explores whether, and how, young people work with and against contemporary politics at institutional and grassroots levels.

This book considers the philosophical, sociological and legal implications of the distinction between universal human rights accorded to all because of their membership of the human species, and the more particularistic 'citizenship' rights, accorded to those who are members of a political community. Contributions come from a wide range of disciplinary and interdisciplinary fields including education, law and political philosophy, as well as from practitioner perspectives. Contributions address the three themes of firstly whether human rights and citizenship are complementary or competing conceptions, secondly the justifications for human rights, and thirdly human rights and citizenship in different cultural contexts. This book was originally published as a special issue of the Cambridge Journal of Education.

How can schools and the school curriculum contribute to building democratic citizens? This is a major question posed by governments, educational systems, schools, teachers and researchers around the world. One important way is to identify the competences needed for preparing democratic citizens and incorporate these within both the formal and informal school curriculum. Another question must then be posed- what competences do young citizens need to be considered as active and engaged in modern democracies? In 2011 an invited research symposium of leading civic and political educators, and social scientists from across Europe met in Hannover, Germany to consider this key concern facing Europe today. In examining the above questions the symposium addressed two significant issues: 1. Identify key competencies required for active citizenship of young people in Europe of the future. 2. Translate those competencies to school-based activities in the form of curricular and

pedagogical strategies. The publication *Civic Education and Competences for Engaging Citizens in Democracies* addressed the first issue and this volume addresses the second issue. Through discussion in the invited symposium, previously prepared papers, and participation in a modified Delphi Technique the participants have prepared chapters for this book. The chapters of this book represent the contribution of the participants before, during and after the symposium with opportunities for review and reflection about competences for democratic citizenship and the role of schools and the curriculum. Murray Print and Dirk Lange are professors from the University of Sydney and Leibniz University of Hannover respectively and are national leaders in civics and citizenship education in their respective countries. They have brought together a group of leading European civic and citizenship educators from different academic fields to explore the key issue and to identify the competences for young people to become active and engaged European citizens.

Mass migration and globalization are creating new and deep challenges to education systems the world over. In this volume, some of the world's leading researchers in multicultural education and immigration discuss critical issues related to cultural sustainability, structural inclusion, and social cohesion. The authors consider how global migration is forcing nation-states to reexamine and reinvent the ways in which they socialize and educate diverse groups for citizenship and civic engagement. These chapters also address how schools can help migrant and immigrant groups attain the knowledge, values, and skills required to become fully participating citizens, while retaining important aspects of their home, community, languages, and culture. Case studies from the United States and Israel are used to illustrate how these concepts are manifested in two immigrant nations. Contributors: Tali Aderet-German, Ayman K. Agbaria, James A. Banks, Zvi Bekerman, Miriam Ben-Peretz, Amy K. Marks, Minas Michikyan, John P. Myers, Sonia Nieto, Carola Suárez-Orozco, Marcelo M. Suárez-Orozco, Guadalupe Valdés, and Gregory White “An invaluable guide to understanding the multiple complexities and challenges involved in designing a transformative multicultural civic education.” —Robert F. Arno, Indiana University, Bloomington “This impressive volume offers valuable insights to teachers, teacher educators, and researchers concerned with preparing youth to be participating democratic citizens.” —Carole L. Hahn, Emory University “This important book outlines a set of urgent issues for both scholars and practitioners committed to the fuller expression worldwide of education for democracy.” —Margaret Crocco, Michigan State University “A stellar group of scholars integrates the migration question into issues related to teaching and learning, as well as teacher preparation.” —Gloria Ladson-Billings, University of Wisconsin–Madison “This visionary book highlights research, theory, and practices that can be used to help all students become effective and engaged citizens.” —Linda Darling-Hammond, Stanford University and President of the Learning Policy Institute 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.

The book highlights current issues influencing civic and citizenship education and their theoretical underpinnings. It provides an overview of the key features influencing ‘democratic deconsolidation’, suggests ways in which civic and citizenship education needs to be reframed in order to fit this new political environment, and demonstrates how social media will play a significant role in any future for civic and citizenship education. Currently, democratic institutions are under attack, democratic values are threatened, and there is a wide-scale retreat from the liberal consensus that has underpinned liberal democracies internationally. These trends can be seen in events like, Brexit, the election of a right-wing populist President of the United States and, anti-democratic governments in parts of Europe. It is this change in the direction of political ideology that is currently ‘deconsolidating democracy’ and thus challenging traditional approaches to civic and citizenship education. What is urgently needed

is an understanding of these current trends and their implications for thinking in new ways about civic and citizenship education in the 21st century.

As art museum educators become more involved in curatorial decisions and creating opportunities for community voices to be represented in the galleries of the museum, museum education is shifting from responding to works of art to developing authentic opportunities for engagement with their communities. Current research focuses on museum education experiences and the wide-reaching benefits of including these experiences into art education courses. As more universities add art museum education to their curricula, there is a need for a text to support the topic and offer examples of real-world museum education experiences.

Engaging Communities Through Civic Engagement in Art Museum Education deepens knowledge on museum and art education and civic engagement and bridges the gap from theory to practice. The chapters focus on various sectors of this research, including diversity and inclusion in museum experiences, engaging communities through new techniques, and museum and university partnerships. As such, it includes coverage on timely topics that include programs and audience engagement with the LGBTQ+, refugee, disability, and senior communities; socially responsive museum pedagogy; and the use of student workers. This book is ideal for museum educators, museum directors, curators, professionals, practitioners, researchers, academicians, and students who are interested in updated knowledge and research in art education, curriculum development, and civic engagement.

Fundamental world changes that simultaneously undermine a nation-state's charisma and promote the rise of a supra-national system have wide-ranging effects upon national states within a modern global society. My dissertation empirically examines the effects of social and cultural globalization on systems of mass schooling, which are central institutions in every country. Globally, primary and secondary education initially emerged as the premier tool for nation-states to create a unified national citizenry loyal to their country and socialized into a common cultural tradition. I examine the extent to which this original nationalizing purpose of schooling is challenged by the increased emphases on universal human rights and diversity in civic education. The analyses consist of two sections. Hierarchical linear models are used to analyze a unique primary data source of 521 social science textbooks from 74 countries during the period 1970-2008. These findings show a worldwide increase in emphasis on human rights and increases in discussions of diversity in well-established liberal democracies. Cross-national, quantitative analyses are complemented by a qualitative case study of social science curricula in British Columbia (BC), which examines nation-building within a context of strong emphasis on diversity and human rights. The BC study utilizes currently approved high school citizenship education textbooks as well as older textbooks dating back to 1871. It also draws on a selection of historical documents, including Ministry of Education reports, curricular frameworks, and high school exit exams. Process-wise, I find the incorporation of human rights and diversity reflects macro-level changes in national and global society. Content-wise, I find four main approaches to reconciling ideas of human rights and diversity with national identity: (1) framing human rights and multiculturalism as part of national identity, (2) using pedagogical approaches that promote multiple perspectives and individual agency, (3) celebrating social and scientific figures and accomplishments as the source of national pride, and (4) drawing on exogenous sources to affirm state legitimacy. This study is one of the first to theorize that civic education worldwide is moving away from a national focus and to provide empirical evidence of this trend. A key implication is that educational systems are being repurposed from their original goal of constructing a unitary national citizenry to a new view emphasizing human diversity and equality in a globally interconnected world. Further, students are increasingly taught that the global civil society and non-state actors are important and legitimate agents of social change.

This book is a response to the introduction of Civic Education to Schools in

Nigeria and the need for a comprehensive text on the subject. Themes in Civic Education(Book one) is a well-researched text that is in accordance with the Nigerian government approved syllabus for Senior Secondary Schools. Nonetheless, it is robustly written to give the reader an all-encompassing understanding of the topics treated. The approach adopted will also be appealing even to students in tertiary institutions across Nigeria.It is basically a study text. Each chapter begins with a list of topics and sub-topics to be expected in the body of the work. There is also a study outcome session that is meant help the student to fix in mind the objective of each chapter. The realization that no subject can be adequately understood unless a person understands the vocabulary used has led to the inclusion of "terms to know" session at the beginning of each session. The essence is to help the reader to be thoroughly familiar with the vocabulary of each chapter. It would do a lot of good for the student to note such words. Another advantage of the terms to know session, is that it helps to improve the student's general vocabulary.Another feature of this text is that each chapter ends with a summary and review questions that are meant to test the student understanding of each chapter. It is my hope that all students and Teachers of Secondary Schools across Nigeria will find this text a very useful study and resource material. Students in tertiary institutions who take elective courses that deals with the themes covered in this book, will also find it very enlightening

Find below the topics covered in this volume:

CHAPTER ONE INTRODUCTION TO CIVIC EDUCATION Meaning and Need for Civic Education Objectives/reasons for Civic Education in schools Importance of Civic Education

CHAPTER TWO VALUES AND COMMUNITY SERVICE Definition of Values and Sources Types of values/Basic Human values: justice, selflessness, Honesty, Integrity, faithfulness, self-control Acceptable societal values/Expectation Differences in individual values and the importance of values Opportunity to defend oneself. Community services and their values. Practical involvement in community services

CHAPTER THREE HIV/ AIDS Meaning of HIV/ AIDS and its Differences. Cause, drivers, and modes of transmission of HIV/AIDS. Signs, symptoms, and effects of HIV/AIDS. Preventive measures of HIV/AIDS. Stigmatization of PLWHA (people living with HIV/AIDS).

CHAPTER FOUR YOUTH EMPOWERMENT Youth Empowerment-Definition Youth empowerment skills: Self-Knowledge skills Work Skills Managing Money skills Problem-solving skills Communication skills Living skills Relationship skills Leadership skills Artistic skills Manipulative skills Importance and Benefit of Youth Empowerment Skills

CHAPTER FIVE CITIZENSHIP EDUCATION Definition of citizenship. Citizenship: as a legal status, as a political status, as a distinct source of identity. Acquisition of citizenship. Dual Citizenship and Forfeiture. Deprivation of Citizenship by Naturalization Only. Deprivation of Citizenship by Registration and Naturalization. Renunciation of Nigerian Citizenship. Citizenship Education. Goals of Citizenship Education. Various Laws and Rights of Individuals.

CHAPTER SIX GOVERNMENT AND NATIONALISTIC ROLES

Meaning of government. Functions of government. Systems of government. Nationalistic roles of certain individuals. CHAPTER SEVEN DEMOCRACY AND RULE OF LAW Definition of democracy and types of democracy: Representative Democracy Constitutional Democracy Liberal Democracy Direct Democracy Inclusive Democracy Participatory

Introduces the history and principles of constitutional democracy.

Written specifically for non-language arts teachers, this resource focuses on using writing as an instructional tool to deepen and expand student understanding in the content areas.

This book examines the discourses on nation-building, civic identity, minorities, and the formation of religious identities in school textbooks worldwide. It offers up-to-date, practical, and scholarly information on qualitative and mixed-method textbook analysis, as well as the broader context of critical comparative textbook and curriculum analyses in and across selected countries. The volume offers unique and empirical research on how internal educational policies and ideological goals of dominant social, political, and economic groups affect textbook production and the curricular aims in different educational systems worldwide. Chapters address the role of school textbooks in developing nationhood, the creation of citizenship through school textbooks, the complexity of gender in normative discourses, and the intersection of religion and culture in school textbooks.

An introductory political science text is enhanced by color graphics, contemporary and historical photographs, and boxes on events, high-interest topics, and important people.

What are the key issues in Citizenship Education today? Debates in Citizenship Education encourages student and practising teachers to engage with and reflect on some of the key topics, concepts and debates that they will have to address throughout their career. It places the specialist field of Citizenship Education in a wider context and aims to enable teachers to reach their own informed judgements and argue their points of view with deeper theoretical knowledge and understanding. Taking account of recent policy and controversies, expert contributors provide a balance of experience and perspectives and cover a wide range of classic and contemporary topics including: Theoretical Perspectives on Citizenship Education; International Comparative Perspectives on Citizenship Education; Citizenship Education, Race and Community Cohesion; Climate Change and Sustainable Citizenship Education; ICT and Citizenship Education; Ethics and Citizenship Education; Assessment of Citizenship Education. Debates in Citizenship Education is for all student teachers, and practising teachers engaged in CPD or interested in furthering their understanding of teaching in the subject area. Including carefully annotated further reading and reflective questions to help shape your own research and writing, this collection provides an introduction to recent critical thinking and contemporary debates within Citizenship Education.

Generalizing from such data, the National Alliance of Civic Education concludes that high school students have not mastered an understanding of what it means to be an informed and active citizen. Donavan R. Walling, senior consultant for the Center for Civic Education, suggests that in education today there is a nearly exclusive focus on testing in the subjects of math and reading. As a result, civic education receives limited emphasis, resulting in poor perceptions among students of their civic responsibilities. (Wichowsky, 2) In 1999, the National Association of Secretaries of State conducted a nationwide study of American youth. Fifty-five percent of respondents agreed that schools do not do a very good job of providing young people the information they need to vote. In addition, this study indicated that young people lack meaningful understanding of the democratic process and citizenship. (Wichowsky, 3) This proposed study will pursue the issue of students' preparedness for civic life at the local level, attempting to answer the following specific research question: What are South Mississippi High School seniors' perceptions of their civic duties and responsibilities?--P. 2-3.

The versatile, cost-effective technology of the tablet computer has proved to be a good fit with the learning capabilities of today's students. Not surprisingly, in more and more classrooms, the tablet has replaced not only traditional print materials but the desktop computer and the laptop as well. *Designing Instruction for Tablet Classrooms* makes sense of this transition, clearly showing not just how and why tablet-based learning works, but how it is likely to evolve. Written for the non-technical reader, it balances elegant theoretical background with practical applications suitable to learning environments from kindergarten through college. A wealth of specialized topics ranges from course management and troubleshooting to creating and customizing etextbooks, from tablet use in early and remedial reading to the pros and cons of virtual field trips. And for maximum usefulness, early chapters are organized to spotlight core skills needed to negotiate the new design frontier, including: Framing the learning design approach. Analyzing the learning environment. Designing learning that capitalizes on tablet technology. Developing activities that match learning needs. Implementing the learning design. Conducting evaluations before, during, and after. This is proactive reading befitting a future of exciting developments in educational technology. For researchers and practitioners in this and allied fields, *Designing Instruction for Tablet Classrooms* offers limitless opportunities to think outside the box.

This book focuses on multicultural curriculum transformation in social studies and civic education subject areas. The discussion of each area outlines critical considerations for multicultural curriculum transformation for the area by grade level and then by eight organizing tools, including content standards, relationships with and among students and their families, and evaluation of student learning and teaching effectiveness. The volume is designed to speak with PK-12 teachers as colleagues in the multicultural curriculum transformation

work. Readers are exposed to "things to think about," but also given curricular examples to work with or from in going about the actual, concrete work of curriculum change. This work supports PK-12 teachers to independently multiculturally adapt existing curriculum, to create new multicultural curriculum differentiated by content areas and grade levels, and by providing ample examples of what such multicultural transformed social studies and civic education curricula looks like in practice.

This book addresses current debates in the field of social cohesion. It examines the ethics and policy making of social cohesion and explores various means for promoting social cohesion including history education, citizenship education, language, human rights based teacher training and school partnerships.

What exactly is civic and political participation? What factors influence young people's participation? How can we encourage youth to actively participate in their own democracies? Youth Civic and Political Engagement takes a multidisciplinary approach to answering these key questions, incorporating research in the fields of psychology, sociology, political science and education to explore the issues affecting youth civic and political engagement. Drawing on evidence that has been obtained in many different national contexts, and through multinational studies, this book provides a theoretical synthesis of this large and diverse body of research, using an integrative multi-level ecological model of youth engagement to do so. It identifies unresolved issues in the field and offers numerous suggestions for future research. Youth Civic and Political Engagement is an invaluable resource for researchers, teachers, youth workers, civil society activists, policymakers and politicians who wish to acquire an up-to-date understanding of the factors and processes that influence young people's civic and political engagement, and how to promote youth engagement.

The International Criminal Court claims authority over Americans for actions that the United States does not define as "crimes." In short, the Twenty-First Century is witnessing an epic struggle between the forces of global governance and American constitutional democracy. Transnational progressives and transnational pragmatists in the UN, EU, post-modern states of Europe, NGOs, corporations, prominent foundations, and most importantly, in America's leading elites, seek to establish "global governance." Further, they understand that in order to achieve global governance, American sovereignty must be subordinated to the "global rule of law." The U.S. Constitution must incorporate "evolving norms of international law." Sovereignty or Submission examines this process with crystalline clarity and alerts the American public to the danger ahead. Global governance seeks legitimacy not in democracy, but in a partisan interpretation of human rights. It would shift power from democracies (U.S., Israel, India) to post-democratic authorities, such as the judges of the International Criminal Court. Global governance is a new political form (a rival to liberal democracy), that is already a significant actor on the world stage. America faces serious challenges from radical Islam and a rising China. Simultaneously, it faces a third challenge

(global governance) that is internal to the democratic world; is non-violent; but nonetheless threatens constitutional self-government. Although it seems unlikely that the utopian goals of the globalists could be fully achieved, if they continue to obtain a wide spread influence over mainstream elite opinion, they could disable and disarm democratic self-government at home and abroad. The result would be the slow suicide of American liberal democracy. Whichever side prevails, the existential conflict?global governance versus American sovereignty (and democratic self-government in general) will be at the heart of world politics as far as the eye can see.

This book presents a history of the ideas and activities of the American Political Science Association (APSA) in the field of citizenship education in public schools. Examining APSA's evolving objectives and strategies in implementing citizenship education, Ahmad analyzes the complicated relationship between the teaching of government in the public schools and the APSA's changing visions of citizenship education. By offering a narrative of political scientists' ideas on citizenship and citizenship education, Ahmad reveals the impact of APSA's worldview and official policies concerning pre-collegiate curriculum and instruction in citizenship education. By providing a comprehensive history of APSA's agenda and its implementation, this book sheds light on the intersection between the pedagogical goals of political scientists and the meaning, purpose, and context for citizenship education in high schools.

This substantially expanded new edition of this widely-used and acclaimed text maintains the objectives and tenets of the first. It is designed to help students understand and reflect on their community service experiences both as individuals and as citizens of communities in need of their compassionate expertise. It is designed to assist faculty in facilitating student development of compassionate expertise through the context of service in applying disciplinary knowledge to community issues and challenges. In sum, the book is about how to make academic sense of civic service in preparing for roles as future citizen leaders. Each chapter has been developed to be read and reviewed, in sequence, over the term of a service-learning course. Students in a semester course might read just one chapter each week, while those in a quarter-term course might need to read one to two chapters per week. The chapters are intentionally short, averaging 8 to 14 pages, so they do not interfere with other course content reading. This edition presents four new chapters on Mentoring, Leadership, Becoming a Change Agent, and Short-Term Immersive and Global Service-Learning experiences. The authors have also revised the original chapters to more fully address issues of social justice, privilege/power, diversity, intercultural communication, and technology; have added more disciplinary examples; incorporated additional academic content for understanding service-learning issues (e.g., attribution theory); and cover issues related to students with disabilities, and international students. This text is a student-friendly, self-directed guide to service-learning that:

- Develops the skills needed to succeed
- Clearly

links service-learning to the learning goals of the course • Combines self-study and peer-study workbook formats with activities that can be incorporated in class, to give teachers maximum flexibility in structuring their service-learning courses • Promotes independent and collaborative learning • Equally suitable for courses of a few weeks' or a few months' duration • Shows students how to assess progress and communicate end-results • Written for students participating in service learning as a class, but also suitable for students working individually on a project. Instructor's Manual This Instructor Manual discusses the following six key areas for aligning your course with use of Learning through Serving, whether you teach a senior-level high school class, freshman studies course, or a college capstone class: 1. Course and syllabus design 2. Community-partner collaboration 3. Creating class community 4. Strategic teaching techniques 5. Developing intercultural competence 6. Impact assessment This Manual is free, and available only in PDF format. [Download here.](#)

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

The authors chart a middle course in our war over religion and public education, one that builds on a developing national consensus among educational and religious leaders. While it is not proper for schools to practice religion or proselytize, neither is it permissible to make them religion-free zones. Schools do not take religion seriously, as the authors' review of textbooks and the new national content standards makes clear. In Part One, they outline the civic, constitutional, and educational frameworks that should shape the treatment of religion in the curriculum and classroom. In Part Two, they explore major issues relating to religion in different domains of the curriculum in elementary education and in middle and high school

courses in history, civics, economics, literature, and the sciences. They also discuss Bible courses and world religions courses and explore the relationship of religion to moral education and sex education. Note: This product listing is for the Adobe Acrobat (PDF) version of the book.

"On June 10-13, 2002, the University of Florida and the Reubin O'D. Askew Institute sponsored a Civic Education Workshop in Gainesville, Florida. The topic has relevance throughout the country and particular significance in Florida where the constant flood of newcomers into the state has made civic education essential. Those who arrive from other areas of the country and from other parts of the world have a limited understanding of Florida's history and its government. This lack of knowledge weakens the state's democratic institutions and its ability to address Florida's immediate and long-term needs. The purpose of this workshop was to assist area high school government teachers and, through them, to help students understand the political heritage of this state and the nation and the critical issues facing the future of both. Specifically, the workshop provided teachers with information about the federal system of government in the United States, public policy development, Florida's political heritage, voter behavior, campaigns and political communication, and new ways of teaching these subjects in the classroom. Teachers received information on civic education resources from a variety of sources including the Internet and were provided a forum to discuss common issues and concerns related to civic education instruction."--David Colburn, Provost and Senior Vice President, University of Florida.--Page 2.

More than a century ago, John Dewey challenged the education community to look to civic involvement for the betterment of both community and campus. Today, the challenge remains. In his landmark book, editor Thomas Ehrlich has collected essays from national leaders who have focused on civic responsibility and higher education. Imparting both philosophy and working examples, Ehrlich provides the inspiration for innovative new programs in this essential area of learning.

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