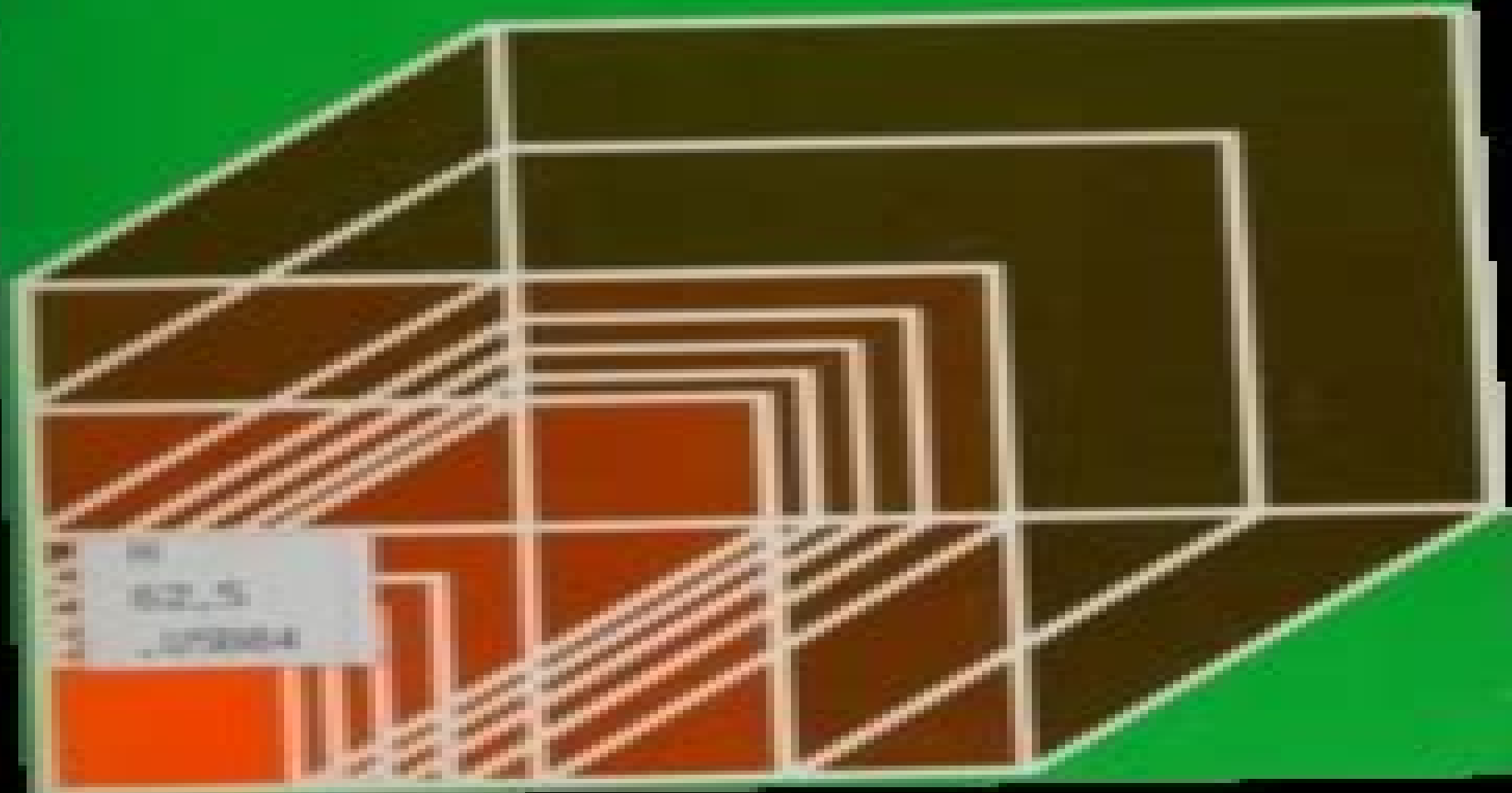


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Building Rationales For Citizenship Education

James P. Shaver, Editor



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Building Rationales For Citizenship Education

Anna S. Ochoa-Becker



Building Rationales For Citizenship Education:

Building Rationales for Citizenship Education James P. Shaver, 1977 **Building Rationales for Citizenship Education**, 1977 **Citizenship Education And The Modern State** Kerry Kennedy, 2012-11-12 Citizenship education has recently re emerged as an important issue both in policy and in practice As the nation state undergoes rapid transformation at the end of the 20th century both Eastern and Western states have focused attention on using the school curriculum as a medium for sustaining cohesion and unity within society But as we approach the 21st century is the possibility of a common citizenship a reality This book is designed to provide educators with access to ideas and information that will help them to understand current citizenship education initiatives across a number of countries It provides a theoretical rationale in which to consider those issues illustrates how such issues are being worked out in practice in a number of countries and provides assistance for policy makers teacher educators and teachers who are responsible for making decisions about the context of citizenship education programmes for schools **Advancing Social Studies Education through Self-Study Methodology** Alicia R. Crowe, 2010-06-25 Advancing Social Studies Education through Self Study Methodology provides a collection of works that highlights ways in which self study of teaching and teacher education practices can advance conversations and knowledge in social studies education Some of the pieces chosen for this book will provide theoretical connections between the two fields e g how values and principles important to both fields work together are similar and can help each field expand Others will provide specific examples of self studies that focus on social studies specific concepts The book provides a strong and clear introduction of self study to the field of social studies education as well as an argument for its use to further understand social studies teaching and teacher education It also provides the self study community with an example of how self study can be used to look at content specific aspects of teaching and teacher education A Bill to Teach the Principles of Citizenship and Ethics United States. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education, 1979 **Citizenship and Citizenship Education in a Changing World** Orit Ichilov, 2013-12-19 Political economic technological and cultural changes have taken place all over the globe changes which have transformed the meanings of citizenship and citizenship education This volume represents an effort to analyze the implications of these changes *National Service, Citizenship, and Political Education* Eric B. Gorham, 1992-09-01 This book analyzes the issues surrounding civilian national service policy from a fresh and original perspective The author connects national service programs to the political theories of civic republicanism and communitarianism assesses the practical consequences of these theories and examines past youth service programs such as the CCC and Peace Corps to see if they are appropriate models or ideals for a national program Gorham engages the issue of compulsory versus voluntary service and questions whether service tasks can instill a sense of citizenship in young people as defenders of the program claim Using the work of Michel Foucault Charles Taylor Carole Pateman and others he suggests

that national service as presently planned will not create the citizen so much as a post industrial and gendered subject In the concluding chapters he presents an argument for a democratic national service and offers an alternative program for policymakers to consider **DHEW Publication No. (OE).** ,1978 Handbook of Research in Social Studies Education Linda S. Levstik,Cynthia A. Tyson,2010-04-15 This Handbook outlines the current state of research in social studies education a complex dynamic challenging field with competing perspectives about appropriate goals and on going conflict over the content of the curriculum Equally important it encourages new research in order to advance the field and foster civic competence long maintained by advocates for the social studies as a fundamental goal In considering how to organize the Handbook the editors searched out definitions of social studies statements of purpose and themes that linked or divided theory research and practices and established criteria for topics to include Each chapter meets one or more of these criteria research activity since the last Handbook that warrants a new analysis topics representing a major emphasis in the NCSS standards and topics reflecting an emerging or reemerging field within the social studies The volume is organized around seven themes Change and Continuity in Social Studies Civic Competence in Pluralist Democracies Social Justice and the Social Studies Assessment and Accountability Teaching and Learning in the Disciplines Information Ecologies Technology in the Social Studies Teacher Preparation and Development The Handbook of Research in Social Studies is a must have resource for all beginning and experienced researchers in the field **Doing Race in Social Studies** Prentice T.

Chandler,2015-07-01 Race and racism are a foundational part of the global and American experience With this idea in mind our social studies classes should reflect this reality Social studies educators often have difficulties teaching about race within the context of their classrooms due to a variety of institutional and personal factors Doing Race in Social Studies Critical Perspectives provides teachers at all levels with research in social studies and critical race theory CRT and specific content ideas for how to teach about race within their social studies classes The chapters in this book serve to fill the gap between the theoretical and the practical as well as help teachers come to a better understanding of how teaching social studies from a CRT perspective can be enacted The chapters included in this volume are written by prominent scholars in the field of social studies and CRT They represent an original melding of CRT concepts with considerations of enacted social studies pedagogy This volume addresses a void in the social studies conversation about race how to think and teach about race within the social science disciplines that comprise the social studies Given the original nature of this work Doing Race in Social Studies Critical Perspectives is a much needed addition to the conversation about race and social studies education

Resources in Education ,2001 **The Social Studies Curriculum** E. Wayne Ross,2001-04-12 A new and valuable synthesis of the issues affecting the social studies curriculum Catalog of Copyright Entries. Third Series Library of Congress. Copyright Office,1979 Children's Social Consciousness and the Development of Social Responsibility Sheldon Berman,1997-04-17 This book breaks new ground in our understanding of the development of social consciousness and social

responsibility in young people and the educational practices that promote this development Berman shows that children's awareness of the social and political world emerges far earlier and their social and moral abilities are more advanced than we thought Drawing on the research literature in such fields as moral development citizenship education political socialization prosocial development and psychosocial development Berman provides educators and researchers with the developmental understandings and instructional strategies necessary to enable students to become active caring and responsible members of our social and political community

Building An Ethical School Robert J. Starratt, 2005-06-21

The author argues for much greater attention to ethical education and responds to sceptics who say that it can't be done in the face of a pluralistic secular society badly fragmented over values Seeking always for themes and issues that unite rather than divide the author provides a conceptual foundation for ethical education broad enough for building consensus among teachers and parents yet focused enough to provide guidance for highly specific learning activities The second half of the book takes the reader through a carefully devised series of steps by which a school community might proceed in building their ethical school The final chapter reminds of the many difficulties to be met along the way but offers encouragement to strengthen the resolve of the school community The book concludes with two helpful appendices the first provides detailed information on exiting initiatives already underway in ethical education the second offers an annotated bibliography of books and essays which are available for those educators who need or want to read more on the topic of ethical education

Democratic Education for Social Studies Anna S. Ochoa-Becker, 2006-12-01

In the first edition of this book published in 1988 Shirley Engle and I offered a broader and more democratic curriculum as an alternative to the persistent back to the basics rhetoric of the 70s and 80s This curriculum urged attention to democratic practices and curricula in the school if we wanted to improve the quality of citizen participation and strengthen this democracy School practices during that period reflected a much lower priority for social studies Fewer social studies offerings fewer credits required for graduation and in many cases the job descriptions of social studies curriculum coordinators were transformed by changing their roles to general curriculum consultants The mentality that prevailed in the nation's schools was back to the basics and the basics never included or even considered the importance of heightening the education of citizens We certainly agree that citizens must be able to read write and calculate but these abilities are not sufficient for effective citizenship in a democracy This version of the original work appears at a time when young citizens teachers and schools find themselves deluged by a proliferation of curriculum standards and concomitant mandatory testing In the 90s virtually all subject areas including United States history geography economic and civics developed curriculum standards many funded by the federal government Subsequently the National Council for the Social Studies issued the Social Studies Curriculum Standards that received no federal support Accountability captured in the No Child Left Behind Act passed by Congress has become a powerful political imperative that has a substantial and disturbing influence on the curriculum teaching and learning in the

first decade of the 21st century *Citizen Education Today -- Developing Civil Competencies* Elizabeth C. Farquhar, Karen S. Dawson, 1979 *Handbook on Teaching Social Issues* Ronald W. Evans, David W. Saxe, 2007-10-01 There is no book like this one for educators interested in issues centered teaching. More than 40 experts have contributed articles offering comprehensive coverage of the field of social issues education. In addition to a full examination of objectives and methods, contributors show how social issues can be taught as part of history, geography, the social sciences, and global and environmental studies. The challenges of assessment, curriculum, and effective teacher education are fully explored. With its teaching ideas and useful resource section, this book is an indispensable addition to your library. Contributors include Shirley Engle, Anna Ochoa, Becker, Jack Nelson, Carole Hahn, Byron Massialas, Jeff Passe, Jesus Garcia, Gloria Ladson Billings, Merry Merryfield, Patricia Avery, Sam Totten, Bill Wraga, Walter Parker, and James Shaver.

Service Learning Andrew Furco, Shelley H. Billig, 2002-03-01 The *Advances in Service Learning Research* book series was established to initiate the publication of a set of comprehensive research volumes that would present and discuss a wide range of issues in this broad field called service learning. Service learning is a multifaceted pedagogy that crosses all levels of schooling, has potential relevance to all academic and professional disciplines, is connected to a range of dynamic social issues, and operates within a broad range of community contexts. In terms of research, there is much terrain to cover before a full understanding of service learning can be achieved. This volume, the first in the annual book series, explores various themes, issues, and answers that bring us one step closer to understanding the essence of service learning. The chapters of this volume focus on a broad range of topics that address a variety of research issues on service learning in K-12 education, teacher education, and higher education. Through a wide-scope research lens, the volume explores definitional foundations of service learning, theoretical issues regarding service learning, the impacts of service learning, and methodological approaches to studying service learning. Collectively, the chapters of the book provide varying and at times opposing perspectives on some of the critical issues regarding service learning research and practice.

Critical Race Theory Perspectives on the Social Studies Gloria Ladson-Billings, 2003-11-01

Unveiling the Energy of Verbal Beauty: An Psychological Sojourn through **Building Rationales For Citizenship Education**

In a global inundated with monitors and the cacophony of fast communication, the profound energy and psychological resonance of verbal artistry usually fade in to obscurity, eclipsed by the regular barrage of sound and distractions. Yet, nestled within the lyrical pages of **Building Rationales For Citizenship Education**, a fascinating function of fictional beauty that pulses with organic thoughts, lies an wonderful journey waiting to be embarked upon. Published with a virtuoso wordsmith, that enchanting opus manuals readers on a mental odyssey, lightly revealing the latent possible and profound affect embedded within the intricate web of language. Within the heart-wrenching expanse of the evocative analysis, we can embark upon an introspective exploration of the book is key styles, dissect their fascinating publishing fashion, and immerse ourselves in the indelible impression it leaves upon the depths of readers souls.

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