

The topic of this thesis is "Controversial issues in classes of Civics." In the theoretical part I first deal with goals and contents of Civics subject from point of view of different curricular documents. I further address the definition and meaning of the words controversy and controversial. I determine basic conditions the issue has to meet to become controversial. In the third section I answer the following question: why it is important to discuss controversial issues at school. I present the answers from four different views - the view of the school, a pupil, curricular documents and a teacher.

In practical section I deal with a concrete proposal how to elaborate controversial issues in Civics subject according to Educational Framing Program for Primary Schools. In charts I match relevant subject matter, its concrete application as a controversial issue, pupil's outcomes and key competences a pupil can develop. In the end I consider further subjects and cross-sectional matters relate to a given controversial issue.

I follow with basic teaching methods a teacher may apply when dealing with controversial issues. These methods include - debate, discussion, project teaching. In the end I come to think about the relation of controversial issues to ethics and ethics behavior. I present the Ethical education project of Robert Roche Olivar which I compare with goals and subject matter of Civics and with competences a pupil develops when putting his mind to controversial issues. I inquire whether the Ethical education project or its elements could help teaching controversial issues.