

**Education & Training Career Cluster
Contemporary Issues in Education
Course Number: 13.01200**

Course Description:

This course engages the candidate in observations, interactions, and analyses of critical and contemporary educational issues. The candidate will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States and actively examines the teaching profession from multiple vantage points both within and outside of the school. Against this backdrop, the candidate will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy. (Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization Future Educators of America (FEA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training).

Course Standard 1

ET-CIE-1

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application

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Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger

Georgia Department of Education

Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6 Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

Course Standard 2

ET-CIE-2

Analyze career paths in the area of education.

- 2.1 Identify career opportunities and interests in the field of education.
- 2.2 Determine preparation and educational requirements for certification in various levels of employment in the field of education.
- 2.3 Compare and contrast national, state, and local professional organizations for early, elementary, middle and secondary education.
- 2.4 Select appropriate specialized associations of teachers.
- 2.5 Determine rewards and demands, including salaries and benefits for various levels of employment in the field of education.

Course Standard 3

ET-CIE-3

Apply disciplinary knowledge from the humanities and social sciences to interpret the meanings of education and schooling in diverse and contemporary contexts.

- 3.1 Develop habits of using this knowledge base in evaluating and formulating educational practice.
- 3.2 Examine and explain the practice, leadership, and governance of education in different societies in light of the origins, major influences, and consequences.
- 3.3 Utilize critical understanding of education thought and practice and decisions and events, including current events which have evolved into the contemporary practice.

Course Standard 4

ET-CIE-4

Analyze the inevitable presence of societal and cultural influences in contemporary educational thought and practice.

- 4.1 Understand and employ value orientations and ethical perspectives in analyzing and interpreting critical and contemporary educational ideas.
- 4.2 Develop systematic procedures in examining the normative and ethical assumptions of critical and contemporary schooling practice and educational ideas.
- 4.3 Evaluate conceptions of truth, justice, and caring applied in contemporary educational policy and practice.

Course Standard 5

ET-CIE-5

Apply critical perspectives on education and schooling.

- 5.1 Utilize theories and critiques of the overarching purposes of schooling and considerations of the intent, meaning, and contemporary.
- 5.2 Use critical judgment to question contemporary educational assumptions and arrangements and to identify contradictions and inconsistencies among current social and educational values, policies, and practices.
- 5.3 Compare and contrast United States education models with those of other countries.

Course Standard 6

ET-CIE-6

Differentiate how moral principles related to democratic institution can inform and direct schooling practice, leadership, and governance.

- 6.1 Participate effectively in individual and organizational efforts that maintain and enhance U.S. schools as institutions in a democratic society.
- 6.2 Evaluate the moral, social, and political dimensions of contemporary classrooms, teaching, and schools relating to life in a democratic society.
- 6.3 Identify the characteristics of a democratic classroom.

Course Standard 7

ET-CIE-7

Draw conclusions on the full significance of diversity in a democratic society and how that society influences instruction, school leadership, and governance.

- 7.1 Understand how social and cultural differences originating outside of the classroom and school affect student learning.
- 7.2 Acquire an understanding of education and connect sensitivity with democratic values and responsibilities.
- 7.3 Accept the idea that there is human commonality within diversity.
- 7.4 Adapt instruction to incorporate recognition and acceptance of social and cultural differences, as well as students with disabilities, to the extent that they do not interfere with basic democratic principles.
- 7.5 Critique the Code of Ethics of the Georgia Professional Standards Commission.
- 7.6 Research educational laws beyond Georgia's Code of Ethics pertaining to the rights and responsibilities of students, parents and educators.
- 7.7 Recognize and appreciate the differences in culture, values, and social status contained within one classroom.

Course Standard 8

ET-CIE-8

Critique how ethical, philosophical and moral commitments affect the process of evaluation at all levels of schooling practice, leadership, and governance.

- 8.1 Identify, understand, question, evaluate, and critique educational conceptions, practices and current values that can lead to change.
- 8.2 Understand that in choosing a measuring device to evaluate learning and performance, one necessarily makes a moral and philosophical assumption and choice in a measuring device.
- 8.3 Consider the implications drawn from data or assessment information in the practices of schools and the achievement of students.

Course Standard 9

ET-CIE-9

Synthesize individual and organizational efforts that maintain and enhance United States schools as institutions in a democratic society.

- 9.1 Examine professional organizations [i.e., Georgia Association of Educators (GAE); Professional Association of Georgia Educators (PAGE); American Federation of Teachers (AFT); National Education Association (NEA)], and analyze similarities and differences.

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- 9.2 Examine the impact of teacher organizations on teacher salary, working conditions, and teacher recruitment and retention.
- 9.3 Investigate the role of the local Board of Education in making decisions for the school system.
- 9.4 Analyze the causes/effects of teacher unions and teacher strikes across the country and the influence on educational practice.

Course Standard 10

ET-CIE-10

Evaluate how issues such as justice; social inequality; concentrations of power; class differences; race and ethnic relations; disabilities; and family and community organization; affect teaching and schooling.

- 10.1 Identify the demographics of the local community.
- 10.2 Plan and implement community projects that address issues of race, socioeconomic status, cultural differences, or special needs.
- 10.3 Evaluate the contextual factors of the classroom.

Course Standard 11

ET-CIE-11

Research and discuss moral and philosophical assumptions underlying an assessment and evaluation process.

- 11.1 Examine and distinguish the many philosophical orientations to education.
- 11.2 Refine your personal philosophy of teaching that includes the use of assessment within a classroom setting.