

PROGRAM CONCENTRATION:	Education
CAREER PATHWAY:	Teaching As A Profession
COURSE TITLE:	Contemporary Issues in Education
PREREQUISITES:	None

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.)

EDU-CIE-1. Students will demonstrate knowledge and understanding of the academic subject matter required for proficiency within their area. Academic standards are integrated throughout the standard statements within their applicable discipline areas and documented immediately following the standard statement.

EDU-CIE-2. Students will analyze career paths in the area of education.

- a. Identify career opportunities and interests in the field of education.
- b. Determine preparation and educational requirements for various levels of employment in the field of education.
- c. Compare and contrast national, state, and local professional organizations.
- d. Select appropriate specialized associations of teachers.
- e. Determine rewards and demands including salaries and benefits for various levels of employment in the field of education.

ACADEMIC STANDARDS:

ELA9W1. The student produces writing that establishes an appropriate organizational structure, set and engages the reader, maintains a coherent focus throughout, and signals closure.

SLA12C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

SSEPF6. The student will describe how the earning of workers are determined in the marketplace.

EDU-CIE-3. Students will understand and apply disciplinary knowledge from the humanities and social sciences to interpret the meanings of education and schooling in diverse and contemporary contexts.

- a. Develop habits of using this knowledge base in evaluating and formulating educational practice.
- b. Examine and explain the practice, leadership, and governance of education in different societies in light of its origins, major influences, and consequences
- c. Utilize critical understanding of education thought and practice and decisions and events, including current events which have shaped them.

ACADEMIC STANDARDS:

ELA10RL4. The student employs a variety of writing genres to demonstrate a comprehensive grasp of ideas in selected literary works. The student composes essays, narratives, poems, or technical documents.

SCSH3. Student analyzes how scientific knowledge is developed.

EDU-CIE-4. Students will recognize the inevitable presence of societal and cultural influences in contemporary educational thought and practice.

- a. Understand and employ value orientations and ethical perspectives in analyzing and interpreting critical and contemporary educational ideas.
- b. Develop systematic procedures in examining the normative and ethical assumptions of critical and contemporary schooling practice and educational ideas.
- c. Evaluate conceptions of truth, justice, and caring as they are applied in contemporary educational policy and practice.

ACADEMIC STANDARDS:

SSCG7. The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.

ELA11W3. The student uses research and technology to support writing.

EDU-CIE-5. Students will understand and apply critical perspectives on education and schooling.

- a. Utilize theories and critiques of the overarching purposes of schooling as well as considerations of the intent, meaning, and contemporary.
- b. 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.

ACADEMIC STANDARDS:

ELA10RL1. The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

EDU-CIE-6. Students will understand how moral principles related to democratic institution can inform and direct schooling practice, leadership, and governance.

- a. Participate effectively in individual and organizational efforts that maintain and enhance U.S. schools as institutions in a democratic society.
- b. Evaluate the moral, social, and political dimensions of contemporary classrooms, teaching, and schools as they relate to life in a democratic society.

ACADEMIC STANDARDS:

SSCG1. The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.

SSEF2. The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

EDU-CIE-7. Students will understand the full significance of diversity in a democratic society and how that society influences instruction, school leadership and governance.

- a. Understand how social and cultural differences originating outside of the classroom and school affect student learning.
- b. Acquire an understanding of education and connect sensitivity with democratic values and responsibilities.
- c. Accept the idea that there is human commonality within diversity.
- d. Adapt instruction to incorporate recognition and acceptance of social and cultural differences to the extent that they do not interfere with basic democratic principles.
- e. Specify how issues such as justice, social inequality, concentrations of power, class differences, race and ethnic relations, or family and community organization affect teaching and schooling.

ACADEMIC STANDARDS:

SSCG6. The student will demonstrate knowledge of civil liberties and civil rights.

EDU-CIE-8. Students will understand and describe how ethical, philosophical and moral commitments affect the process of evaluation at all levels of schooling practice, leadership, and governance.

- a. Identify, understand, question, evaluate, and critique educational conceptions, practices and current values that can lead to change.
- b. Understand that in choosing a measuring device, one necessarily makes a moral and philosophical assumption and choice in a measuring device.
- c. Prepare to consider all aspects of an evaluation method, including ethical, cultural, and test norming criteria.

ACADEMIC STANDARDS:

ELA10W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.

SSEF6. The student will explain how productivity, economic growth, and future standards of living are influenced by investment in factories, machinery, new tech.

EDU-CIE-9. Students will participate effectively in individual and organizational efforts that maintain and enhance U.S. schools as institutions in a democratic society.

- a. Examine teacher unions.
- b. Examine teacher strikes.
- c. Examine GAE and PAGE and analyze similarities and differences between GAE, PAGE, NAE and AFT.
- d. Examine the impact of teacher organizations on teacher salary, working conditions and teacher recruitment and retention.
- e. Understand the role of the local BOE in making decisions for the school system.

ACADEMIC STANDARDS:

SSCG6. The student will demonstrate knowledge of civil liberties and civil rights.

SSEF2. The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

EDU-CIE-10. Students will evaluate the moral, social, and political dimensions of contemporary classrooms, teaching, and schools as they relate to life in democratic society.

- a. Identify a democratic classroom.
- b. Critique the Code of Ethics of the Georgia Professional Standards Committee.
- c. Recognize and appreciate the differences in culture, values, and social status all contained within one classroom.

ACADEMIC STANDARDS:

ELAWLRL3. The student deepens understanding of literary works from around the world by relating contemporary context or historical background, as well as to works from other time periods.

EDU-CIE-11. Students will specify how issues such as justice, social inequality, concentrations of power, class differences, race and ethnic relations and family and community organization affect teaching and schooling.

- a. Know the demographics of his/her community.
- b. Plan and implement community projects that impact issues of race, socio-economic status, cultural differences, or special needs.
- c. Evaluate the contextual factors of the classroom in which they do their internship.

ACADEMIC STANDARDS:

SSWG2. The student will explain the cultural aspects of geography.

EDU-CIE-12. Students will articulate moral and philosophical assumptions underlying an assessment and evaluation process.

- a. Understand the six philosophical orientations to education.
- b. Identify the six philosophies used by the teacher they observe.
- c. Evaluate the effectiveness of these philosophies.
- d. Prepare a personal philosophy of teaching that includes the use of assessment within a classroom setting.

ACADEMIC STANDARDS:

MM4P4. Students will make connections among mathematical ideas and to other disciplines.

MM4P5. Students will represent mathematics in multiple ways.

Reading Standard Comment

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in context.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
 - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
 - Read both informational and fictional texts in a variety of genres and modes of discourse.
 - Read technical texts related to various subject areas.
- b. Discussing books
 - Discuss messages and themes from books in all subject areas.
 - Respond to a variety of texts in multiple modes of discourse.
 - Relate messages and themes from one subject area to messages and themes in another area.
 - Evaluate the merit of texts in every subject discipline.
 - Examine author's purpose in writing.
 - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge
 - Demonstrate an understanding of contextual vocabulary in various subjects.
 - Use content vocabulary in writing and speaking.
 - Explore understanding of new words found in subject area texts.

- d. Establishing context
 - Explore life experiences related to subject area content.
 - Discuss in both writing and speaking how certain words are subject area related.
 - Determine strategies for finding content and contextual meaning for unknown words.

CO-Requisites:

EDU1. Students will acquire meaning from written material and apply the information to a task.

- a. Identify sources that provide relevant, valid written material.
- b. Extract relevant information from written materials.
- c. Apply written directions to achieve tasks.
- d. Analyze company resources to ascertain policies and procedures.

EDU2. Students will effectively communicate with coworkers.

- a. Explain the nature of staff communications.
- b. Respect the privacy and confidentiality of others.
- c. Participate in a staff meeting.
- d. Provide directions for completing job tasks.
- e. Conduct a staff meeting.
- f. Provide feedback on work efforts.

EDU3. Students will effectively communicate with people of different cultures and/or countries.

- a. Demonstrate proper respect for diversity.
- b. Relate cultural attitudes toward rank titles, time, silence, space, and body/eye contact for successful international business relationships.
- c. Compare business protocol of various countries.
- d. Compose effective business communication based on an understanding of the relevant environments and differences in tone, style, and format.

EDU4. Students will utilize strategies for effective conflict management.

- a. Respond appropriately to passive, assertive, and aggressive behaviors.
- b. Demonstrate problem-solving techniques to avoid conflicts when dealing with clients and coworkers.
- c. Interpret business policies to clients.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be

successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.