

Verona Public School District

Curriculum Overview

Global Perspectives



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Verona Public Schools
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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

In this one semester survey course, students will investigate the regions and concerns of the modern world. The intention is for the student to gain a deeper understanding and respect for cultural differences in an increasingly global world. Students taking this course will have an opportunity to become more familiar with current world issues through discussions, cooperative learning, analytical and research writing, and individual or group-based projects and research. Active participation is a vital component of this class.

Prerequisite(s):

None

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts X B. Creativity and Innovation X C. Communication and Collaboration X D. Digital Citizenship X E. Research and Information Fluency X F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation X B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> X CRP2. Apply appropriate academic and technical skills. X CRP9. Model integrity, ethical leadership, and effective management CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. X CRP6. Demonstrate creativity and innovation. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. X CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> X CRP1. Act as a responsible and contributing citizen and employee. X CRP9. Model integrity, ethical leadership, and effective management
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> X CRP4. Communicate clearly and effectively and with reason. X CRP9. Model integrity, ethical leadership, and effective management X CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> X CRP5. Consider the environmental, social, and economic impact of decisions. X CRP7. Employ valid and reliable research strategies. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. X CRP9. Model integrity, ethical leadership, and effective management

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) X C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> • Half the Sky (film) • Babies (film) • Blood Diamond (film) 	<ul style="list-style-type: none"> • <i>The Week</i> • <i>New York Times</i> • <i>NYT Upfront</i> • Various News Clips (Youtube, 60 minutes, cnn, etc...) • <i>Death in Gaza</i> (documentary) • TED talks- Dan Buettner: How to live to be 100, Malala Yousafzai • Girleffect.org • <i>Beneath the Veil</i> (documentary) • World maps

Unit	Duration	Standards (NJCCCS & Common Core)	Transfer Goal(s)	Enduring Understandings	Essential Questions
Culture	2 weeks	6.1.12.A.16.a 6.1.12.D.16.a 6.1.12.D.16.c Common Core: RH.12.1-3, 6-9 WH.12.1a-e WH.12.2a-e WH.12.4 WH.12.6 WH.12.8-9	<p><i>Students will be able to independently use their learning to...</i></p> <p>Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences</p>	<ul style="list-style-type: none"> All cultures can learn “best practices” from each other Cultural norms and values affect lifestyles and standard of living There are positive and negatives to all cultures Cultural norms are often reflective of the priorities and values of a collective group Typically, where you are born and bred are key determinants of your lifestyle choices 	<ul style="list-style-type: none"> What can we learn from other cultures? What does American culture say about us? What are the positives and negatives of American culture? How do cultural norms and values affect lifestyles and standard of living? To what extent does your place of birth determine the rest of your life?
Leadership and “the people”	4 weeks	6.1.12.D.15.c 6.1.12.A.16.a 6.1.12.D.16.a 6.2.12.D.5.b Common Core: RH.12.1-3, 6-9 WH.12.1a-e WH.12.2a-e WH.12.4 WH.12.6 WH.12.8-9	<p><i>Students will be able to independently use their learning to...</i></p> <p>Evaluate the essential traits and qualities of positive, successful leaders</p>	<ul style="list-style-type: none"> The characteristics and traits of positive leaders is a timeless discussion topic Some leaders are corrupt The obligations leaders have to their people are debatable and ever-changing People often feel obligated to hold their leaders accountable 	<ul style="list-style-type: none"> What makes a good leader? Why do some leaders hurt, rather than help, their people? What obligation do leaders have to their people? How should the people hold their leaders accountable?
Social Injustice	3 weeks	6.3.12.A.2 6.1.12.D.15.a 6.1.12.A.16.a 6.1.12.D.16.a 6.1.12.D.16.c	<p><i>Students will be able to independently use their learning to...</i></p> <p>Explore and describe how geopolitical differences, as</p>	<ul style="list-style-type: none"> The education levels of women in a country ultimately determine the health of the country as a whole There is still gender inequality Culture and traditions often 	<ul style="list-style-type: none"> How does the status of women contribute to world hunger, high birth rates, infant mortality, poverty and illiteracy? Will there ever be gender equality? What role does culture and tradition

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		Common Core: RH.12.1-3, 6-9 WH.12.1a-e WH.12.2a-e WH.12.4 WH.12.6 WH.12.8-9	well as access to knowledge resources, traditions and technology, affect the options, choices, and quality of life of people around the world.	<ul style="list-style-type: none"> hold back progress Forced gender roles are oppressive to both sexes Without cheap labor and goods, global economic dynamics would be much different The obligation of the “haves” to the “have nots” is widely contested 	<p>play in women’s struggles for economic, political and social equality?</p> <ul style="list-style-type: none"> How can forced gender roles be oppressive to men? Do poorer countries have to exist for a global economy to be successful? What obligation do “first world” countries have to those less fortunate?
Terrorism & Modern Global Conflicts	6 weeks	6.1.12.D.15.b 6.1.12.D.15.c 6.1.12.D.15.d 6.1.12.A.16.a 6.1.12.B.16.a 6.1.12.D.16.a 6.1.12.C.15.a Common Core: RH.12.1-3, 6-9 WH.12.1a-e WH.12.2a-e WH.12.4 WH.12.6 WH.12.8-9	<p><i>Students will be able to independently use their learning to...</i></p> <p>Analyze the impact terrorism has had on individuals and foreign policy actions globally to create a metric by which to judge the appropriateness of American involvement in international affairs.</p>	<ul style="list-style-type: none"> Terrorists have different motivations that may or may not be religious or politically based Terrorists come in all shapes and sizes Terrorism is difficult to prevent September 11th changed the global dynamic and the foreign policy focus of the United States In an such an interconnected world, American interests are tied to global stability Terrorist often contradict religious doctrine in their actions 	<ul style="list-style-type: none"> What motivates terrorists? What can be done to prevent terrorism? How did 9/11 change the world? Why are American interests tied to the world? If all religions value peace, why does so much hatred and conflict occur in the name of God? What are the contradictions in the Middle East? Why does Israel play such a large role in the politics of the Middle East? Is the world better off since Wars in Iraq and Afghanistan? Are the individual countries? How do international issues impact individual lives? How do international issues/situations affect American policy?
Inequalities	3 weeks	6.3.12.A.2	<i>Students will be able to</i>	<ul style="list-style-type: none"> Inequality of resources and 	<ul style="list-style-type: none"> Why does inequity exist in the

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<i>of Wealth and resources</i>		6.1.12.C.15.a 6.1.12.D.15.a 6.1.12.A.16.a 6.1.12.B.16.a 6.1.12.D.16.a 6.1.12.D.16.b 6.1.12.D.16.c 6.3.12.B.1 Common Core: RH.12.1-3, 6-9 WH.12.1a-e WH.12.2a-e WH.12.4 WH.12.6 WH.12.8-9	<i>independently use their learning to...</i> Hypothesize potential alternatives to the growing problem of scarcity and inequality in the world	opportunity exists in the world <ul style="list-style-type: none"> • Globalization can be considered a positive as well as a negative force • There are many worthwhile charities and organizations that attempt to correct problems of inequalities • Even small actions can make big differences 	world? <ul style="list-style-type: none"> • Why is globalization both a positive and negative force? • What can you do to make a difference? • How is improving a few lives the start of improving many lives?