



**MIDLAND PARK PUBLIC SCHOOLS**  
*Midland Park, New Jersey*  
**CURRICULUM**

# **Current World Affairs**

**Prepared by:**  
**Nancy Stewart**

***Superintendent of Schools:***  
**Marie C. Cirasella, Ed.D.**

CCCS born on 9/2012  
Revised on 8/2015  
NJSLS born on 5/2017  
Revised on 9/2018

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*Current World Affairs*

This course is designed to encompass contemporary developments in all fields of human knowledge. A study of contemporary affairs not only integrates the past with the present, but reveals the relationship of specific events to the larger contemporary scene.

Teacher will *select topics* from the various units below. Each unit should take 10-13 days of class time.

Unit I: Current Events: ongoing throughout semester

Unit II: Leveling the Playing Field

Unit III: Poverty and Immigration

Unit IV: Social Awareness: The Environment: Food and Water Shortages and Natural Resources

Unit V: Social Awareness: Child Labor

Unit VI: Terrorism

Unit VII: International Criminal Court

Unit VIII: The Global Economy

*Prerequisite:* There is no prerequisite.

This course is one semester with an exam given on the last day of course.

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<b>Content Area: Current World Affairs</b>	
<b>Unit Title: Current Events (this is a weekly assignment)</b>	
<b>Grade Level: 10th-12th</b>	
<p><b>Unit Summary: This ongoing semester unit examines and analyzes current events and how the events impact on their lives. Students used various, reputable sources on the internet, using their Chromebook.</b></p> <p><b>Interdisciplinary</b></p> <p><b>Connections: Current events will encompass all educational disciplines including but not limited to science with space, English with the writing component, Economics, History, Political Science, Sociology, Foreign Policy, Technology and even language with articles regarding France and Spanish countries; all student's research and assignments will be completed and submitted on Chromebook.</b></p> <p><b>21<sup>st</sup> Century</b></p> <p><b>Themes and Skills:</b></p> <p><b>The 12 Career Ready Practices</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• <b>9.1 Personal Financial Literacy</b></li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• <b>9.2 Career Awareness, Exploration, and Preparation</b></li> <li>• 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.</li> <li>• <b>9.3 Career and Technical Education</b></li> </ul> <p>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p>	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
<b>NCSS#: 2 Culture</b>	Human beings create, learn, share, and adapt to culture. The study of culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods. Students come to understand that human cultures exhibit both similarities and differences, and they learn to see themselves both as individuals and as members of a particular culture that shares similarities with other cultural groups, but is also distinctive. In a multicultural, democratic society and globally connected world, students need to understand the multiple perspectives that derive from different cultural vantage points.
<b>NCSS#: 2 Time, Change and Continuity</b>	<p>Studying the past makes it possible for us to understand the human story across time. The historical experiences of societies, peoples and nations reveal patterns of continuity and change. Historical analysis enables us to identify continuities over time in core institutions, values, ideals, and traditions, as well as processes that lead to change within societies and institutions, and that result in innovation and the development of new ideas, values and ways of life.</p> <p>Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods</p>

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	in which they took place. Study of the past makes us aware of the ways in which human beings have viewed themselves, their societies and the wider world at different periods of time.	
<b>NCSS#: 3 People, Places and Environment</b>	The study of people, places, and environments enables us to understand the relationship between human populations and the physical world. Students learn where people and places are located and why they are there. They examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations. They study the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment. This enables them to acquire a useful basis of knowledge for informed decision-making on issues arising from human-environmental relationships.	
<b>NCSS#: 8 Science, Technology and Society</b>	Science, and its practical application; technology, has had a major influence on social and cultural change, and on the ways people interact with the world. Scientific advances and technology have influenced life over the centuries, and modern life, as we know it, would be impossible without technology and the science that supports it.	
<b>NCSS#: 9 Global Connections</b>	Global connections have intensified and accelerated the changes faced at the local, national, and international levels. The effects are evident in rapidly changing social, economic, and political institutions and systems. World trade has expanded and technology has removed or lowered many barriers, bringing far-flung cultures, institutions, and systems together. Connections among nations and regions of the world provide opportunities as well as uncertainties. The realities of global interdependence require deeper understanding of the increasing and diverse global connections among world societies and regions.	
<b>Concept: NJSLs #'s</b>	<b>Contemporary Issues: Civics, Government and Human Rights:</b>	
<b>6.2.12.A.6.a</b>	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.	
<b>6.2.12.A.6.b</b>	Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.	
<b>6.2.12.A.6.c</b>	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.	
<b>Concept: NJSLs #</b>	Active Citizenship in the 21 <sup>st</sup> Century	
<b>6.3</b>	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>● How can I relate to the past?</li> <li>● How can I identify bias in the media?</li> <li>● How can I determine fact vs. opinion?</li> <li>● How can I distinguish fact from fiction?</li> </ul>		<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● How do current events impact my life?</li> </ul>
<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>● Comprehend global issues on a daily basis</li> <li>● Analyze how one current event leads to many conclusions</li> <li>● Evaluate how a series of current events affects society</li> </ul>		

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**Formative Assessments:** Based on the current event: discussion, writing assignments and/or quizzes.

**Summative/Benchmark Assessment(s):** Based on the current event: tests, projects and/or essays.

**A final exam will be given at the end of the semester**

**Resources/Materials** (copy hyperlinks for digital resources): **Students use various digital resources including but not limited to the web, newspaper articles, news magazines and/or cable shows.**

**Modifications:**

*Special Education Students*

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

*At-Risk Students*

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

*English Language Learners*

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

*Gifted and Talented Students*

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson	Lesson Objective(s)	Time frame (day(s) to complete)
Current Events	To understand the world around us	1 class period; weekly

**Teacher Notes:**

**Additional Resources**

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<b>Content Area: Current World Affairs</b>	
<b>Unit Title: Leveling the Playing Field</b>	
<b>Grade Level: 10th-12th</b>	
<b>Unit Summary: This unit looks at the differences between First, Second and Third World nations. Students will study this political structure and determine how communication between “worlds” can end hatred.</b>	
<b>Interdisciplinary</b>	
<b>Connections: Science, Technology, Physical Geography; all assignments use the Chromebook to research and submit final product.</b>	
<b>21<sup>st</sup> Century</b>	
<b>Themes and Skills: 9.3 Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</b>	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
<b>NCSS# 2 Time, Change and Continuity</b>	<p>Studying the past makes it possible for us to understand the human story across time. The historical experiences of societies, peoples and nations reveal patterns of continuity and change. Historical analysis enables us to identify continuities over time in core institutions, values, ideals, and traditions, as well as processes that lead to change within societies and institutions, and that result in innovation and the development of new ideas, values and ways of life.</p> <p>Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place. Study of the past makes us aware of the ways in which human beings have viewed themselves, their societies and the wider world at different periods of time.</p>
<b>NCSS# 3 People, Places and Environment</b>	The study of people, places, and environments enables us to understand the relationship between human populations and the physical world. Students learn where people and places are located and why they are there. They examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations. They study the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment. This enables them to acquire a useful basis of knowledge for informed decision-making on issues arising from human-environmental relationships.
<b>NCSS#4 Individual Development and Identity</b>	Personal identity is shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development. Given the nature of individual development in a social and cultural context, students need to be aware of the processes of learning, growth, and interaction at every level of their own school experiences. The examination of various forms of human behavior enhances an understanding of the relationships between social norms and emerging personal identities, the social processes that influence identity formation, and the ethical principles underlying individual action.
<b>NCSS#: 9 Global Connections</b>	Global connections have intensified and accelerated the changes faced at the local, national, and international levels. The effects are evident in rapidly changing social, economic, and political institutions and systems. World trade has expanded and technology has removed or lowered many barriers, bringing far-flung cultures, institutions, and systems together. Connections among nations and

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	regions of the world provide opportunities as well as uncertainties. The realities of global interdependence require deeper understanding of the increasing and diverse global connections among world societies and regions.			
<b>Concept:</b> <b>NJSLS #</b>	The 20 <sup>th</sup> Century since 1945: Economics, Innovation and Technology			
<b>6.2.12.C.5.d</b>	Determine the challenges faced by developing nations in their efforts to compete in a global economy.			
<b>Concept:</b> <b>NJSLS #</b>	Contemporary Issues: Civics, Government and Human Rights			
<b>6.2.12.A.6.b</b>	Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.			
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• How can we pull under-developed countries into this worldwide conversation?</li> <li>• As you look toward your future as a global citizen, what recommendations can you make to level the playing field?</li> <li>• What factors lead countries to be labeled First, Second or Third World?</li> <li>• Are countries labeled according to economics?</li> <li>• Are countries labeled do to culture and government issues?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• As you look toward your future as global citizens, what recommendations can you make to level the playing field?</li> </ul>			
<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• comprehend the relationships between First, Second and Third world nations.</li> <li>• synthesize a philanthropic endeavor to help a specific Third world nation.</li> <li>• analyze how the endeavor will aid the Third world nations.</li> <li>• synthesize proposal by creating a digital presentation</li> <li>• evaluate the effectiveness of the proposal</li> </ul>				
<b>Formative Assessments:</b> This is based off of a PBL and includes: discussion, writing assignments, quizzes and/or a casual map				
<b>Summative/Benchmark Assessment(s):</b> Teacher may use the PBL to give, or create tests, creative projects and/or research essay.				
<b>Resources/Materials</b> (copy hyperlinks for digital resources): various current resources on the internet, news articles, documentaries and the United Nations web site.				
<b>Modifications:</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <b><i>Special Education Students</i></b> <ul style="list-style-type: none"> <li>- Allow errors</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>- Accept participation at any level, even one word</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <b><i>At-Risk Students</i></b> <ul style="list-style-type: none"> <li>- Provide extended time to complete tasks</li> <li>- Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>- Consult with classroom teacher(s) for specific behavior interventions</li> <li>- Provide rewards as necessary</li> </ul> </td> </tr> </table>			<b><i>Special Education Students</i></b> <ul style="list-style-type: none"> <li>- Allow errors</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>- Accept participation at any level, even one word</li> </ul>	<b><i>At-Risk Students</i></b> <ul style="list-style-type: none"> <li>- Provide extended time to complete tasks</li> <li>- Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>- Consult with classroom teacher(s) for specific behavior interventions</li> <li>- Provide rewards as necessary</li> </ul>
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Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
<b>What are first, second and third world countries</b>	<b>To understand the differences between the nations by researching, charting and discussion</b>	2 class periods
<b>Relationships between the nations</b>	<b>To examine how the nations relate politically, globally, economically, etc</b>	3 class periods
<b>Proposal</b>	<b>To analyze the relationship by writing a proposal to develop a level playing field</b>	3-4 class periods
<b>Final assessment</b>	<b>To evaluate the ways to develop a playing field: digital presentation, essay, powerpoint</b>	4 class periods
<p><b>Teacher Notes:</b></p>   <p><b>Additional Resources</b> Click links below to access additional resources used to design this unit:</p>		



<b>Content Area: Current World Affairs</b>	
<b>Unit Title: Poverty and Immigration</b>	
<b>Grade Level: 10th-12th</b>	
<p><b>Unit Summary:</b> This unit explores how the poverty cycle tends to repeat itself in society thus leading to urban ghettos. In today's world these ghetto tend to be inhabited by immigrants who do not have the skills, education or opportunities to better themselves.</p> <p><b>Interdisciplinary</b>  <b>Connections:</b> Sociology, Technology, Political Science, Global Problems; all assignments use the Chromebook to research and submit final product.</p> <p><b>21<sup>st</sup> Century</b>  <b>Themes and Skills:</b></p> <ul style="list-style-type: none"> <li>9.2 Career Awareness, Exploration, and Preparation             <ul style="list-style-type: none"> <li>• 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.</li> <li>• 9.3 Career and Technical Education</li> </ul> </li> </ul> <p>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p>	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
<b>NCSS# 3 People, Places and Environment</b>	The study of people, places, and environments enables us to understand the relationship between human populations and the physical world. Students learn where people and places are located and why they are there. They examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations. They study the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment. This enables them to acquire a useful basis of knowledge for informed decision-making on issues arising from human-environmental relationships.
<b>Concept: NJSL#</b>	Contemporary Issues: Geography, People, and the Environment
<b>6.2.12.B.6.a</b>	Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
<b>Concept: NJSL#</b>	Active Citizenship in the 21 <sup>st</sup> Century: History, Culture and Perspectives
<b>6.3.12.D.1</b>	Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.
<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• Why is the standard of living in poor communities in America higher than other nations?</li> <li>• Is it possible to break the poverty cycle?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Does the history of poverty need to repeat itself?</li> </ul>
<p><b>Unit Learning Targets/Objectives:</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• comprehend mass immigration in historical context</li> <li>• apply knowledge and make recommendations for ending immigrant and generational poverty</li> <li>• synthesize how to end the "urban ghetto"</li> </ul>	

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**Formative Assessments:** Based on topic: discussion, casual map, timeline, venn diagram, and/or quizzes can be used.

**Summative/Benchmark Assessment(s):** Various written assessments and/or tests

**Resources/Materials** (copy hyperlinks for digital resources): PBS series on immigration, the internet, Library of Congress, newspaper articles, news magazines, cable shows.

**Modifications:**

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Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Research	To understand the historical immigration waves in the US	2-3 class periods
Globalization	To comprehend and explain global events leading to immigration	5 class periods
Effects	To analyze the effects of immigrations	5 class periods
Commonalities	To understand that there are common reasons to immigrate	2-3 class periods
Characteristics	To evaluate the current reasons for immigration	2-3 class periods
Legislation	To study current legislation and policy on immigration	2-3 class periods
Solutions	To analyze ways to end poverty; thus immigration	5 class periods

**Teacher Notes:**

**Additional Resources**

Click links below to access additional resources used to design this unit:

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<b>Content Area: Current World Affairs</b>	
<b>Unit Title: Social Awareness: The Environment: Food and Water Shortages and Natural Resources</b>	
<b>Grade Level: 10th-12th</b>	
<p><b>Unit Summary:</b> This unit will explore and analyze different types of environmental issues that the globe faces today. Students will look at the shortages of water and food on the global citizenry; the natural resource shortages of oil, coal and lumber; and finally a look at the environmental issue of global warming.</p> <p><b>Interdisciplinary Connections:</b> Science, English, Technology, Globalization, Mathematics, History; all assignments are researched and final product submitted on Chromebook.</p> <p><b>21<sup>st</sup> Century Themes and Skills:</b> 9.3 Career and Technical Education  This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p>	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
<b>NCSS# 3 People, Places and Environment</b>	The study of people, places, and environments enables us to understand the relationship between human populations and the physical world. Students learn where people and places are located and why they are there. They examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations. They study the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment. This enables them to acquire a useful basis of knowledge for informed decision-making on issues arising from human-environmental relationships.
<b>NCSS#7 Production, Distribution and Consumption</b>	People have wants that often exceed the limited resources available to them. The unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy, while the role of government in economic policy-making varies over time and from place to place. Increasingly, economic decisions are global in scope and require systematic study of an interdependent world economy and the role of technology in economic growth. As a result, a variety of ways have been invented to decide upon answers to four fundamental questions: What is to be produced? How is production to be organized? How are goods and services to be distributed and to whom? What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?
<b>NCSS#: 8 Science, Technology and Society</b>	Science, and its practical application; technology, has had a major influence on social and cultural change, and on the ways people interact with the world. Scientific advances and technology have influenced life over the centuries, and modern life, as we know it, would be impossible without technology and the science that supports it.
<b>NCSS#: 9 Global Connections</b>	Global connections have intensified and accelerated the changes faced at the local, national, and international levels. The effects are evident in rapidly changing social, economic, and political institutions and systems. World trade has expanded and technology has removed or lowered many barriers, bringing far-flung cultures, institutions, and systems together. Connections among nations and regions of the world provide opportunities as well as uncertainties. The realities of global interdependence require deeper understanding of the increasing and diverse global connections among world societies and regions.
<b>Concept: NJCLS #</b>	Contemporary Issues: Geography, People and the Environment
<b>6.2.12.B.6.a</b>	Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

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<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● Why is it necessary for global citizens to understand the shortages of food and water?</li> <li>● Will the citizen demand for natural resources deplete the global resources?</li> <li>● Is there global warming?</li> <li>● Are you an advocate for a certain cause?</li> <li>● Are you able to raise the social conscious of society on a specific issue?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● To what extent can we predict the consequences of human alteration to the environment?</li> </ul>				
<p><b>Unit Learning Targets/Objectives:</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>● Comprehend all aspects of the environment</li> <li>● Comprehend positions on global warming</li> <li>● Comprehend the value of natural resources</li> <li>● Comprehend the shortages of food and water</li> <li>● Analyze positions on global warming to create individual opinion</li> <li>● Analyze the lack of natural resources</li> <li>● Analyze the outcomes of food and water shortages</li> <li>● Evaluate one issue</li> </ul>					
<p><b>Formative Assessments: Based on topic: discussion, written assignments, quizzes and/or web studies will be used</b></p>					
<p><b>Summative/Benchmark Assessment(s): Analysis and evaluation through a project, test and/or essay</b></p>					
<p><b>Resources/Materials (copy hyperlinks for digital resources):</b></p> <ul style="list-style-type: none"> <li>● web: food and water shortages</li> <li>● natural resource documents</li> <li>● environmental websites</li> <li>● Library of Congress</li> <li>● newspaper articles</li> <li>● news magazines</li> <li>● cable shows</li> </ul>					
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<b>Lesson Name/Topic</b>	<b>Lesson Objective(s)</b>	<b>Time frame (day(s) to complete)</b>
<b>Food and Water Shortages</b>	<b>To understand, then analyze the current problem of food and water shortage</b>	5 class periods
<b>Natural Resources</b>	<b>To analyze why natural resources are being limited</b>	5 class periods
<b>The Environment</b>	<b>To understand, then analyze current environmental issues</b>	5 class periods
<b>Legislation</b>	<b>To analyze, then evaluate legislation and/or policies</b>	5 class periods
<b>Project</b>	<b>To analyze the topic by creating own project</b>	5 class periods
<b>Teacher Notes:</b>		
<b>Additional Resources</b> Click links below to access additional resources used to design this unit:		

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<b>Content Area: Current World Affairs</b>	
<b>Unit Title: Social Awareness: Child Labor</b>	
<b>Grade Level: 10th-12th</b>	
<b>Unit Summary: This unit will explore and analyze the United Nations position on child labor. Students will study the position of cheaper goods vs. cheap labor.</b>	
<b>Interdisciplinary</b>	
<b>Connections: Economics, History, Technology, Geography, English, Sociology; all assignments are researched and submitted on Chromebook.</b>	
<b>21<sup>st</sup> Century</b>	
<b>Themes and Skills: 9.3 Career and Technical Education</b>	
<b>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</b>	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
<b>NCSS#7 Production, Distribution and Consumption</b>	People have wants that often exceed the limited resources available to them. The unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy, while the role of government in economic policy-making varies over time and from place to place. Increasingly, economic decisions are global in scope and require systematic study of an interdependent world economy and the role of technology in economic growth. As a result, a variety of ways have been invented to decide upon answers to four fundamental questions: What is to be produced? How is production to be organized? How are goods and services to be distributed and to whom? What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?
<b>NCSS#: 9 Global Connections</b>	Global connections have intensified and accelerated the changes faced at the local, national, and international levels. The effects are evident in rapidly changing social, economic, and political institutions and systems. World trade has expanded and technology has removed or lowered many barriers, bringing far-flung cultures, institutions, and systems together. Connections among nations and regions of the world provide opportunities as well as uncertainties. The realities of global interdependence require deeper understanding of the increasing and diverse global connections among world societies and regions.
<b>Concept: NJSLs #s</b>	Contemporary Issues: Economics, Innovations and Environment
<b>6.2.12.C.6.a</b>	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
<b>6.3.12.A.1</b>	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>● What countries use child labor?</li> <li>● What are the forms of child labor?</li> <li>● How the rights of children violated are based on the Convention on the Rights of the Child?</li> <li>● How can citizenry have an impact on stopping violations?</li> <li>● What legal actions can governments take?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Is the demand for cheaper priced goods driving the market for child labor?</li> </ul>
<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i>	
<ul style="list-style-type: none"> <li>● comprehend what is child labor</li> </ul>	

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- comprehend the forms of child labor used globally
- analyze what governments can do to stop child labor
- analyze what citizenry can do to stop child labor
- evaluate the tenets of the United Nations Convention on the Rights of Child Labor

**Formative Assessments:** Based on the day: discussion, quizzes, journals and/or writing assignments

**Summative/Benchmark Assessment(s):** Evaluative test, project and/or research essay

**Resources/Materials** (copy hyperlinks for digital resources):

- Articles on the web
- UN information on the Convention on the Rights of the Child
- Library of Congress
- newspaper articles
- news magazines
- cable shows

**Modifications:**

*Special Education Students*

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

*At-Risk Students*

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*Gifted and Talented Students*

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Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
What is child labor?	To understand why countries use child labor	2 class periods
Document Study	To analyze the Convention on the Rights of a Child: United Nations	2-3 class periods
Project	To analyze or evaluate the issue of Child Labor	5 class periods

**Teacher Notes:**

**Additional Resources**

Click links below to access additional resources used to design this unit

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<b>Content Area: Current World Affairs</b>	
<b>Unit Title: Terrorism</b>	
<b>Grade Level: 10th-12th</b>	
<b>Unit Summary: This unit will explore the debate between state backed violence and illegitimate uses of violence. Students will be given information on political violence and terrorism to create an informed decision.</b>	
<b>Interdisciplinary</b>	
<b>Connections: Globalization, English, Political Science, History; all assignments researched and submitted on Chromebook.</b>	
<b>21<sup>st</sup> Century</b>	
<b>Themes and Skills: 9.3 Career and Technical Education</b>	
<b>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</b>	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
<b>NCSS# 3 People, Places and Environment</b>	The study of people, places, and environments enables us to understand the relationship between human populations and the physical world. Students learn where people and places are located and why they are there. They examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations. They study the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment. This enables them to acquire a useful basis of knowledge for informed decision-making on issues arising from human-environmental relationships.
<b>NCSS#: 5</b>	Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs. Schools, religious institutions, families, government agencies, and the courts all play an integral role in our lives. They are organizational embodiments of the core social values of those who comprise them, and play a variety of important roles in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.  It is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. The study of individuals, groups, and institutions, drawing upon sociology, anthropology, and other disciplines, prepares students to ask and answer questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change?
<b>NCSS#: 9 Global Connections</b>	Global connections have intensified and accelerated the changes faced at the local, national, and international levels. The effects are evident in rapidly changing social, economic, and political institutions and systems. World trade has expanded and technology has removed or lowered many barriers, bringing far-flung cultures, institutions, and systems together. Connections among nations and regions of the world provide opportunities as well as uncertainties. The realities of global interdependence require deeper understanding of the increasing and diverse global connections among world societies and regions.
<b>Concept: NJSLs #s</b>	Contemporary Issues: Civics, Government and Human Rights
<b>6.2.12.A.6.a</b>	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.



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6.2.12.A.6.b	Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources and human rights		
6.2.12.A.6.c	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals and societies		
6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences		
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>● What is a terrorist?</li> <li>● What is the difference between freedom fighters and terrorist?</li> <li>● What arguments can be made to condemn terrorism?</li> <li>● Is there ever a time when force can be justified?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Can the actions of a state be considered terrorism?</li> </ul>		
<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>● comprehend what is a terrorist</li> <li>● comprehend what is justifiable force</li> <li>● apply knowledge of documents to support developing viewpoints</li> <li>● analyze case studies to form viewpoint</li> <li>● evaluate case studies by forming a conclusion</li> </ul>			
<b>Formative Assessments:</b> Based on day; discussion, quiz, journal writing, or small writing assignments.			
<b>Summative/Benchmark Assessment(s):</b> Assessments will be analytical or evaluative in the form of test, project or essay			
<b>Resources/Materials</b> (copy hyperlinks for digital resources): <ul style="list-style-type: none"> <li>● web</li> <li>● PBS/newshour</li> <li>● Library of Congress</li> <li>● newspaper articles</li> <li>● news magazines</li> <li>● cable shows</li> <li>● Thomas Friedman: <i>The World is Flat</i></li> </ul>			
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Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Definition	To understand what is a terrorist? Freedom fighter?	2 class periods
Cases	To analyze cases of terrorism	2-3 class periods
Evaluation	To analyze or evaluate the topic of terrorism	5 class periods

Teacher Notes:

**Additional Resources**

Click links below to access additional resources used to design this unit:

<b>Content Area: Current World Affairs</b>	
<b>Unit Title: International Criminal Court</b>	
<b>Grade Level: 10th-12th</b>	
<p><b>Unit Summary:</b> This unit will define the reasons the United Nations created the International Criminal Court and why many nations refuse to ratify the resolution. This court only has jurisdiction only in the nations who ratified charter, so what happens to nations who defy international law. Also is the balance of power between national governments and global court a problem.</p>	
<p><b>Interdisciplinary</b>  <b>Connections:</b> Law, Political Science, English, Globalization, Geography; all assignments are researched and submitted on Chromebook.</p>	
<p><b>21<sup>st</sup> Century</b>  <b>Themes and Skills:</b> 9.3 Career and Technical Education                  This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p>	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
<b>NCSS#: 9 Global Connections</b>	Global connections have intensified and accelerated the changes faced at the local, national, and international levels. The effects are evident in rapidly changing social, economic, and political institutions and systems. World trade has expanded and technology has removed or lowered many barriers, bringing far-flung cultures, institutions, and systems together. Connections among nations and regions of the world provide opportunities as well as uncertainties. The realities of global interdependence require deeper understanding of the increasing and diverse global connections among world societies and regions.
<b>Concept: NJSLs #s</b>	Contemporary Issues: Civics, Government and Human Rights
<b>6.2.12.A.6.a</b>	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
<b>6.2.12.A.6.d</b>	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences
<b>Concept: NJSLs #</b>	Active Citizenship in the 21st Century: Civics, Government and Human Rights
<b>6.3.12.A.2</b>	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What is the International Criminal Court?</li> <li>• How the Court is held accountable?</li> <li>• How is the balance of power maintained between the nations and Court?</li> <li>• What countries have not ratified the resolution?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• What is the balance of power between the International Criminal Court and national governments?</li> </ul>
<p><b>Unit Learning Targets/Objectives:</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• comprehend the International Criminal Court</li> <li>• understand the reasons why the nations ratified the resolution; why other nations have not</li> <li>• apply knowledge of nations who have not ratified the resolution and their global position</li> <li>• analyze current events in relationship to the court</li> <li>• synthesize the nations position as to why they have not joined the Court</li> </ul>	

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- evaluate the nations position on global issues

**Formative Assessments:** Based on the topic: discussion, quizzes, journal entries and/or other small writing assignments

**Summative/Benchmark Assessment(s):** At the end of the Unit: test, project and/or essay

**Resources/Materials** (copy hyperlinks for digital resources):

- web
- PBS/news hour
- Library of Congress
- newspaper articles
- news magazines
- cable shows
- Thomas Friedman: *The World is Flat*

**Modifications:**

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Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Basic understanding	What is the International Criminal Court?	1 class period
Background	What is the background of the Court?	2 class periods
International Accountability	Who does the Court hold accountable and who holds the Court accountable	2-3 class periods

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<b>Workings</b>	<b>What is the balance of power within the Court? How does it function?</b>	2 class periods
<b>End assessment</b>	<b>Non ratifying positions</b>	4-5 class periods

**Teacher Notes:**

**Additional Resources**

Click links below to access additional resources used to design this unit:

<b>Content Area: Current World Affairs</b>	
<b>Unit Title: The Global Economy</b>	
<b>Grade Level: 10th-12th</b>	
<p><b>Unit Summary:</b> This unit will analyze the current global economic issues today. Under this unit students will comprehend and analyze in-sourcing and outsourcing of jobs, the Euro, the World Bank, and the Asian markets.</p> <p><b>Interdisciplinary</b>  <b>Connections:</b> English, Economics, Political Science; all assignments are researched and submitted on Chromebook.</p> <p><b>21<sup>st</sup> Century</b>  <b>Themes and Skills:</b> The 12 Career Ready Practices          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.</p> <ul style="list-style-type: none"> <li>• <b>9.1 Personal Financial Literacy</b>              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.</li> <li>• <b>9.2 Career Awareness, Exploration, and Preparation</b>              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.</li> <li>• <b>9.3 Career and Technical Education</b>              This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</li> </ul>	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
<b>NCSS#7 Production, Distribution and Consumption</b>	People have wants that often exceed the limited resources available to them. The unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy, while the role of government in economic policy-making varies over time and from place to place. Increasingly, economic decisions are global in scope and require systematic study of an interdependent world economy and the role of technology in economic growth. As a result, a variety of ways have been invented to decide upon answers to four fundamental questions: What is to be produced? How is production to be organized? How are goods and services to be distributed and to whom? What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?
<b>NCSS#: 9 Global Connections</b>	Global connections have intensified and accelerated the changes faced at the local, national, and international levels. The effects are evident in rapidly changing social, economic, and political institutions and systems. World trade has expanded and technology has removed or lowered many barriers, bringing far-flung cultures, institutions, and systems together. Connections among nations and regions of the world provide opportunities as well as uncertainties. The realities of global interdependence require deeper understanding of the increasing and diverse global connections among world societies and regions.
<b>Concept: NJSLs #s</b>	Contemporary Issues: Economics, Innovations and Environment
<b>6.2.12.C.6.a</b>	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
<b>6.2.12.C.6.b</b>	Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.

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<b>6.2.12.C.6.c</b>	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
<b>6.2.12.C.6.d</b>	Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
<b>Concept: NJSLs #</b>	Active Citizenship in the 21st Century: Economics, Innovation and Technology
<b>6.3.12.C.1</b>	Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.

<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● What led the economy to become global?</li> <li>● What is in-sourcing?</li> <li>● What is outsourcing?</li> <li>● What labor markets do each of the above create?</li> <li>● How does the Euro play on the global market?</li> <li>● What is the World Bank? What does it do?</li> <li>● How do the Asian markets affect the global market?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● The world is becoming economically global, what does that mean for the economy in the future?</li> <li>● Can nations successfully isolate themselves from the global economy?</li> </ul>
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<p><b>Unit Learning Targets/Objectives:</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>● comprehend the new global economy</li> <li>● comprehend what is outsourcing vs. insourcing and how do each philosophy effect global labor markets</li> <li>● comprehend the nations in the Euro</li> <li>● apply knowledge of nations in the Euro and how their actions affect global markets</li> <li>● analyze current events led by the World Bank</li> <li>● synthesize global economy by creating comparisons</li> <li>● evaluate the new, global economic market</li> </ul>
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<p><b>Formative Assessments:</b> Based on topic:discussion, quizzes, journals and/or small writing assignments</p> <p><b>Summative/Benchmark Assessment(s):</b> At the end of this Unit: test, project, timeline, and/or essay</p> <p><b>Resources/Materials</b> (copy hyperlinks for digital resources):</p> <ul style="list-style-type: none"> <li>● web sites</li> <li>● Library of Congress</li> <li>● newspaper articles</li> <li>● news magazines</li> <li>● cable shows</li> <li>● Thomas Friedman: <i>The World is Flat</i></li> </ul>
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<b>Modifications:</b>	
<p><i>Special Education Students</i></p> <ul style="list-style-type: none"> <li>- Allow errors</li> <li>- Rephrase questions, directions, and explanations</li> <li>- Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>- Accept participation at any level, even one word</li> <li>- Consult with Case Managers and follow IEP accommodations/modifications</li> </ul>	<p><i>At-Risk Students</i></p> <ul style="list-style-type: none"> <li>- Provide extended time to complete tasks</li> <li>- Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>- Consult with classroom teacher(s) for specific behavior interventions</li> <li>- Provide rewards as necessary</li> </ul> <p style="text-align: right;"><i>Gifted and Talented Students</i></p>

*Midland Park Public Schools*

***English Language Learners***

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word
- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Global markets	What is the global market and comprehend new components.	3-4 class periods
Sourcing	Insourcing and Outsourcing economies	2-3 class periods
Labor Markets	Analyze the new labor markets globally	2 class periods
Asia	Analyze the Asian markets impact on global economics including tariffs	3 class periods
Comparisons	Compare the global markets based on impact, necessity and trade	3-4 class periods
Evaluation	Evaluate a specific topic in global economy	4 class periods

**Teacher Notes:**

**Additional Resources**

Click links below to access additional resources used to design this unit: