I. OVERVIEW

The World Leaders and Current Events cycle course addresses a need for our students to gain a greater awareness and understanding of the current political world in which they live. Every nation and its leaders have unique circumstances surrounding their role in the global community. By examining the background, history and ideologies of select world leaders, the student will develop a more thorough understanding of the world that they live in. Examining current events from a perspective of greater knowledge with regard to global politics and leadership will empower middle-level students in Madison to make more informed future decisions.

II. RATIONALE

The World Leaders and Current Events Cycle Course provides students a forum for discussing and exploring current events and leadership issues in our global community. Through the study of newspaper articles and television/cable/Internet resources, students will become familiar with world events as they happen. This familiarity will lead to an expanded knowledge of the politics and leadership behind the events as they arise.

III. NEW JERSEY CORE CURRICULUM CONTENT

STANDARD 6.1 (SOCIAL STUDIES SKILLS)
ALL STUDENTS WILL UTILIZE HISTORICAL THINKING, PROBLEM SOLVING, AND RESEARCH SKILLS TO MAXIMIZE THEIR UNDERSTANDING OF CIVICS, HISTORY, GEOGRAPHY, AND ECONOMICS

STANDARD 6.2 (CIVICS)

STANDARD 6.3 (WORLD HISTORY)
ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.

STANDARD 6.4 (UNITED STATES AND NEW JERSEY HISTORY)
ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF UNITED STATES AND NEW JERSEY HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND FUTURE.
STANDARD 6.5 (ECONOMICS)
ALL STUDENTS WILL ACQUIRE AN UNDERSTANDING OF KEY ECONOMIC PRINCIPLES.

STANDARD 6.6 (GEOGRAPHY)
ALL STUDENTS WILL APPLY KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT.

IV. ESSENTIAL QUESTIONS AND CONTENT

Essential Questions:

- What conflicts are occurring throughout the world today?
- Who are the politically powerful leaders of the world today?
- What role do political leaders play in the cause of global or regional conflict?
- What role do political leaders play in the resolutions of global/regional conflicts?
- How can the problems of the world become resolved?
- What impact do world leaders and politics have upon the citizens of the world?
- How do individual world leaders come to power?
- What are the contributing historical, geographic, and economical factors that influence world events and crises?

V. STRATEGIES

Instructional strategies may include:
- Cooperative learning activities
- Independent research activities
- Interactive lectures using multi-media
- Team academic competitions
- Student-centered independent study
- Online computer activities
- Teacher created graphic organizers

VI. EVALUATION

Assessment strategies will/may include:
• Portfolio assessment that includes student-created charts tables and graphs, written samples as well as geography work
• Class presentations such as use of PowerPoint, LCD, and overhead projectors
• Student-created panel discussions that incorporate a debate of current event issues
• Hand-made newspaper project that requires students to create their own headlines and articles based upon personal “prophesies”
• Short, open-ended quizzes

VII. SCOPE AND SEQUENCE
*Note: this is a cycle course that meets for forty minutes, twice per week-a total of 18 times per quarter.

Week 1
• Students explore resources to be used for duration of class. Newspapers, online sources, teacher supplements are all discussed and familiarized.
• Students create portfolios and format assessment products
• A common, working, vocabulary for the course is established (see action plans)
• Charts and tables are formatted in order to keep track of leaders, governments, events and locations

Week 2
• Class spends portion of daily time to review, and become familiar with, that week’s events
• Students record important information as they find it
• Teacher leads a class discussion of world events for the first and second week of course
• Class is organized into groups and assigned regions or specific events based upon current issues.
• Students begin to collect information for panel discussions.

Week 3
• Students record important information as they find it
• Students continue to collect information for panel discussions/presentations
• Graphic materials are assembled for panel presentations

Week 4
• Panel discussions begin. Two-to-four class days are devoted to discussions.
• Class is assessed on outcome of discussions

Week 5
• Individual portfolio assessment begins. Students accomplish various tasks to detail an important world event.
• Students begin individual research and collection of materials about an event/topic they find to be personally important
Week 11

- Students are led through an over-view of the past week's events for first half of class
- Students continue work independently

Week 12

- Students finish individual work.
- Geography assignment is begun using Internet resource: http://www.lizardpoint.com/fun/geoquiz/

Week 13

- All work due.

VIII. RESOURCES

New York Times. Various articles from daily issues

http://www.lizardpoint.com/fun/geoquiz/


(Various Articles). CNN.Com