

Issues in Education

Course Description

This course examines the issues related to and affecting education. It explores the impact of the educational system on the individual, local community, society, and nation. Conversely, it examines the impact of the individual, local community, and nation on the educational system. The concepts of critical thinking, document analysis, and synthesis will be employed by the student to draw conclusions related the methodology currently employed by the educational system in comparison to other current, historical, and international methods of education.

Issues in Education

Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	Rights and Responsibilities	approx. 9 weeks
Unit 2	Short topics in School and Community Relationships	approx. 9 weeks
Unit 3	Education Reform	approx. 8 weeks
Unit 4	Comparative Education	approx. 9 weeks

Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

➤ Technology Operations and Concepts

- € Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

➤ Creativity and Innovation

- € Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.

➤ Communication and Collaboration

- € Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.

➤ Digital Citizenship

- € Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

➤ Research and Information Literacy

- € Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.

➤ Critical Thinking, Problem Solving, Decision Making

- Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Interdisciplinary Connections

English Language Arts

- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

Social Studies

- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language

- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science

- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

[New Jersey Student Learning Standards](#)

9.3 – Career and Technical Education

Career Cluster: Education & Training (ED)

- 9.3.12.ED.3: Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.4: Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED.6: Analyze ethical and legal policies of professional education and training practice.
- 9.3.12.ED.7: Explain legal rights that apply to individuals and practitioners within education and training settings.

Pathway: Administration and Administrative Support (ED-ADM)

- 9.3.12.ED-ADM.1: Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.
- 9.3.12.ED-ADM.5: Model leadership skills for personnel in order to improve the performance of the learning organization.

Pathway: Professional Support Services (ED-PS)

- 9.3.12.ED-PS.1: Identify strategies, techniques and tools used to determine the needs of diverse learners.
- 9.3.12.ED-PS.2: Implement methods to enhance learner success.

Pathway: Teacher/Training (ED-TT)

- 9.3.12.ED-TT.5: Establish a positive climate to promote learning.
- 9.3.12.ED-TT.6: Identify motivational, social and psychological practices that guide personal conduct.
- 9.3.12.ED-TT.10: Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.
- 9.3.12.ED-TT.11: Implement strategies to maintain relationships with others to increase support for the organization.

NJSLS - English-Language Arts – Anchor Standards for Reading

Key Ideas and Details:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure:

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Intergration of Knowledge and Ideas:

- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLS - English-Language Arts – Anchor Standards for Writing

Text Types and Purposes:

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Production and Distribution of Writing:

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge:

- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLS - English-Language Arts – Anchor Standards for Speaking and Listening

Comprehension and Collaboration:

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas:

- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Common Career Technical Core (CCTC)

Career Cluster Education & Training

ED 03 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

ED 04 Evaluate and manage risks to safety, health and the environment in education and training settings.

ED 06 Analyze ethical and legal policies of professional education and training practice.

ED 07 Explain legal rights that apply to individuals and practitioners within education and training settings.

ED-ADM 1 Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

ED-ADM 5 Model leadership skills for personnel in order to improve the performance of the learning organization.

ED-PS 1 Identify strategies, techniques and tools used to determine the needs of diverse learners.

ED-PS 2 Implement methods to enhance learner success.

ED-TT 05 Establish a positive climate to promote learning.

ED-TT 06 Identify motivational, social and psychological practices that guide personal conduct.

ED-TT 10 Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.

ED-TT 11 Implement strategies to maintain relationships with others to increase support for the organization.

<p>Course: Issues in Education</p> <p>Unit: IV – Comparative Education</p> <p>Grade Level: 11</p>	<p>Unit Overview:</p> <p>Education systems around the world.</p>
<p>New Jersey Student Learning Standards (NJSLS); 9.3.12.ED 03, 9.3.12.ED 04, 9.3.12.ED 06, 9.3.12.ED 07, 9.3.12.ED-ADM 1, 9.3.12.ED-ADM 5, 9.3.12.ED-PS 2, 9.3.12.ED-TT 05, 9.3.12.ED-TT 06, 9.3.12.ED-TT 10, 9.3.12.ED-TT 11, NJLSA.R1, NJLSA.R4, NJLSA.R8, NJLSA.W1, NJLSA.W4, NJLSA.W7, NJLSA.W8, NJLSA.SL1, NJLSA.SL4</p>	
<p>Common Career Technical Core (CCTC): ED 03, ED 04, ED 06, ED 07, ED-ADM 1, ED-ADM 5, ED-PS 2, ED-TT 05, ED-TT 06, ED-TT 10, ED-TT 11</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Examine and analyze the rationale behind, and the implications of the study of comparative education.</p> <p>NJSLS: 9.3.12.ED 03 9.3.12.ED 04 9.3.12.ED 07 9.3.12.ED-PS 1 NJLSA.R1. NJLSA.R4. NJLSA.R8. NJLSA.W1.</p>	<p>What is comparative education?</p> <p>Why is comparative education studied in higher education?</p> <p>What are the benefits of studying comparative educational models?</p> <p>What are some international student assessment tools, and what do they measure?</p>	<ul style="list-style-type: none"> ▪ Define comparative education. ▪ Identify the benefits of comparative education. ▪ Identify assessment tools and explain how they work. ▪ Identify information learned from comparative education. ▪ Identify common ground among multiple viewpoints. 	<p>Word wall: Create a word wall that clearly defines terms and concepts that illustrate the concept of Comparative Education as a field of study.</p> <p>Research: Research the career of an individual that is involved in the study of comparative education. How does their work affect</p>	<p><u>Definition and Purpose of Comparative Education</u> http://ir-library.ku.ac.ke/bitstream/handle/123456789/10007/definition%20and%20purpose%20of%20comparative%20education..pdf?sequence=1&isAllowed=y</p> <p><u>Programme for International Student Assessment</u> https://nces.ed.gov/surve</p>

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<p>NJSLSA.W4. NJSLSA.W7. NJSLSA.W8. NJSLSA.SL1. NJSLSA.SL4.</p> <p>CCTC: ED 03 ED 04 ED 07 ED-PS 1</p>	<p>How can the information learned about international educational models be used to improve education in the United States?</p>	<ul style="list-style-type: none"> ▪ Research Skills ▪ Debate Skills 	<p>educational policy?</p> <p>Debate: In groups debate the need for studying international models of education as it relate to U.S. educational policy.</p>	<p>ys/pisa/index.asp</p> <p>Organization for Economic Cooperation and Development http://www.oecd.org/</p> <p>International Association for Evaluation of Educational Achievement http://www.iea.nl/</p> <p>The International Computer Information Literacy Study http://www.iea.nl/icils_2013.html</p> <p>The Trends in Mathematics and Science Study https://nces.ed.gov/TIMSS/</p> <p>Progress in International Reading</p>

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				<p>Study https://nces.ed.gov/surveys/pirls/</p> <p>International Civic and Citizenship Education Study http://www.iea.nl/iccs_2016.html</p> <p>Teacher Education Development Study in Mathematics http://www.iea.nl/teds-m.html</p>
<p>Analyze, discuss, and assess the educational system of China by examining socio-economic indicators, and the Chinese educational structure.</p> <p>NJSLS: 9.3.12.ED 03 9.3.12.ED 07 9.3.12.ED-ADM 1</p>	<p>To what extent is Chinese society diversified?</p> <p>What is the socio-economic range of Chinese society?</p> <p>How have economic differentials between classes affected access to education in China?</p>	<ul style="list-style-type: none"> ▪ Identify the socio-economic range of Chinese society. ▪ Explain class differences in China and their affect on education. ▪ Outline the structure of the Chinese educational system. ▪ Explain how the Chinese Education 	<p>Graphic organizer: Use a series of graphic organizers to assess students' levels of achievement in both the U.S. and China on international tests.</p> <p>Lesson plan: Create a lesson to teach to the class based on one aspect of the Chinese</p>	<p>The World Fact Book: China https://www.cia.gov/library/publications/the-world-factbook/geos/ch.html</p> <p>Cultural Values, Parents' Beliefs, and Children's Achievement in the United States and China</p>

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<p>9.3.12.ED-ADM 5 9.3.12.ED-PS 2 9.3.12.ED-TT 05 9.3.12.ED-TT 06 9.3.12.ED-TT 10 9.3.12.ED-TT 11 NJLSA.R1. NJLSA.R4. NJLSA.W1. NJLSA.W4. NJLSA.SL1.</p> <p>CCTC: ED 03 ED 07 ED-ADM 1 ED-ADM 5 ED-PS 2 ED-TT 05 ED-TT 06 ED-TT 10 ED-TT 11</p>	<p>How is the Chinese educational system structured?</p> <p>How is the Chinese educational system financed?</p> <p>How do students from the Chinese educational system perform on international standardized tests in comparison to students from the US educational system?</p> <p>How does the Chinese educational system differ from the American model?</p>	<p>System is financed.</p> <ul style="list-style-type: none"> ▪ Explain Chinese systems of assessment. ▪ Summarize Academic Success of Chinese students as compared to US students. ▪ Compare and Contrast the Chinese education system with the American model. ▪ Research Skills 	<p>educational system. Lessons should be modeled after district/school lesson plan policy.</p> <p>Editorial: Write an editorial discussing China's 9-year compulsory education system in relation to the U.S.'s 12-year system.</p>	<p>http://www.researchgate.net/profile/David_Uttal/publication/247701487_Cultural_Values_Parents_Beliefs_and_Childrens_Achievement_in_the_United_States_and_China/links/0deec530158296960d000000.pdf</p> <p>Overview of Education in China: http://www.chinaeducenter.com/en/cedu.php</p> <p>China Education System http://www.classbase.com/Countries/china/Education-System</p> <p>9-Year Compulsory Education http://www.china.org.cn/english/education/184879.htm</p> <p>Financial Reform of</p>

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				<p><u>Basic Education in China</u> http://www.tc.columbia.edu/faculty/tsang/Files/13.pdf</p> <p><u>Chinese Top in Tests, But Educators Call for Reform</u> http://www.npr.org/2010/12/29/132416889/chinese-top-in-tests-but-still-have-lots-to-learn</p> <p><u>Comparing U.S. and Chinese Public School Systems</u> http://sitemaker.umich.edu/vanschaack.356/home</p> <p><u>PISA 2012 Results in Focus</u> http://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf</p>
Analyze, discuss, and assess the educational	To what extent is South Korean society	<ul style="list-style-type: none"> ▪ Identify the socio-economic range of 	Research: Write an essay based on the	<u>The World Fact Book: South Korea</u>

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<p>system of South Korea by examining socio-economic indicators, and the South Korean educational structure.</p> <p>NJSLS: 9.3.12.ED 03 9.3.12.ED 07 9.3.12.ED-ADM 1 9.3.12.ED-ADM 5 9.3.12.ED-PS 2 9.3.12.ED-TT 05 9.3.12.ED-TT 06 9.3.12.ED-TT 10 9.3.12.ED-TT 11 NJSLSA.R1. NJSLSA.R4. NJSLSA.R8. NJSLSA.W1. NJSLSA.W4. NJSLSA.SL1.</p> <p>CCTC: ED 03 ED 07 ED-ADM 1 ED-ADM 5</p>	<p>diversified?</p> <p>What is the socio-economic range of South Korean society?</p> <p>How have economic differentials between classes affected access to education in South Korea?</p> <p>How is the South Korean educational system structured?</p> <p>How is the South Korean educational system financed?</p> <p>How do students from the South Korean educational system perform on standardized tests in comparison to students from the US education system?</p>	<p>South Korean society.</p> <ul style="list-style-type: none"> ▪ Explain class differences in South Korea and their affect on education. ▪ Outline the structure of the South Korean educational system. ▪ Explain how the South Korean Education System is financed. ▪ Explain South Korean systems of assessment. ▪ Summarize Academic Success of South Korean students as compared to US students. ▪ Compare and Contrast the South Korean education system with the American model. ▪ Research Skills 	<p>inequities of the class structure as they relate to education in The Republic of South Korea.</p> <p>Charting: Compare the method in which the Republic of South Korea finances their education system to that of the U.S. system. Create a series of graphs and charts that include an explanation of these systems and their differences.</p> <p>Digital media: Create a video, Prezi, PowerPoint, or another form of electronic presentation that describes the educational system of the Republic of South Korea.</p>	<p>https://www.cia.gov/library/publications/the-world-factbook/geos/ks.html</p> <p>South Korea Overview http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking/top-performing-countries/south-korea-overview/</p> <p>Education in South Korea: Diversity and Access to Education http://sites.miiis.edu/southkoreaeducation/diversity-and-access/</p> <p>The All Work, No-Play Culture of South Korean Education http://www.npr.org/blogs/parallels/2015/04/15/393939759/the-all-work-no-play-culture-of-south-</p>

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ED-PS 2 ED-TT 05 ED-TT 06 ED-TT 10 ED-TT 11	How does the South Korean educational system differ from the American model?			<p>korean-education</p> <p>Education in South Korea: Class Struggle http://www.economist.com/blogs/banyan/2013/10/education-south-korea</p> <p>South Korean: System and Organization http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking/top-performing-countries/south-korea-overview/south-korea-system-and-school-organization/</p> <p>Education Policies and Reform in South Korea http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.196.5601&rep=rep1&type=pdf</p> <p>South Korea:</p>

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				<p>Education For All http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking/top-performing-countries/south-korea-overview/south-korea-education-for-all/</p> <p>South Korea: Instructional Systems http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking/top-performing-countries/south-korea-overview/south-korea-instructional-systems/</p> <p>South Korea and the United States: Educational Comparison http://sitemaker.umich.edu/hart.356/home</p>

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				<p>PISA 2012 Results in Focus http://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf</p>
<p>Analyze, discuss, and assess the educational system of Japan by examining socio-economic indicators, and the Japanese educational structure.</p> <p>NJSLS: 9.3.12.ED 03 9.3.12.ED 07 9.3.12.ED-ADM 1 9.3.12.ED-ADM 5 9.3.12.ED-PS 2 9.3.12.ED-TT 05 9.3.12.ED-TT 06 9.3.12.ED-TT 10 9.3.12.ED-TT 11 NJSLSA.R1. NJSLSA.R4. NJSLSA.R8. NJSLSA.W1.</p>	<p>To what extent is Japanese society diversified?</p> <p>What is the socio-economic range of Japanese society?</p> <p>How have economic differentials between classes affected access to education in Japan?</p> <p>How is the Japanese educational system structured?</p> <p>How is the Japanese educational system financed?</p> <p>How do students from</p>	<ul style="list-style-type: none"> ▪ Identify the socio-economic range of Japanese society. ▪ Explain class differences in Japan and their affect on education. ▪ Outline the structure of the Japanese educational system. ▪ Explain how the Japanese Education System is financed. ▪ Explain Japanese systems of assessment. ▪ Summarize Academic Success of Japanese students as compared to US students. ▪ Compare and 	<p>Position paper: Compare the Japanese method of college entrance exams to the college application process of the U.S. Which one do you prefer, and which one do you think is most equitable?</p> <p>Current events: Find three current events that relate to the Japanese educational system. Read and report on your findings as to the direction the Japanese government is moving to enhance their system of education.</p> <p>Info-graphic: Create an</p>	<p>The World Fact Book: Japan https://www.cia.gov/library/publications/the-world-factbook/geos/ja.html</p> <p>Japan: A Country Study http://countrystudies.us/japan/77.htm</p> <p>Japan: A Story of Sustained Excellence http://www.oecd.org/japan/46581091.pdf</p> <p>Japan: An Overview http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking/top-performing-</p>

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<p>NJSLSA.W4. NJSLSA.W7. NJSLSA.W8. NJSLSA.SL1.</p> <p>CCTC: ED 03 ED 07 ED-ADM 1 ED-ADM 5 ED-PS 2 ED-TT 05 ED-TT 06 ED-TT 10 ED-TT 11</p>	<p>the Japanese educational system perform on standardized tests in comparison to students from the US education system?</p> <p>How does the Japanese educational system differ from the American model?</p>	<p>Contrast the Japanese education system with the American model.</p> <ul style="list-style-type: none"> ▪ Position Paper Writing ▪ Info-Graphics 	<p>info-graphic that explains how the Japanese educational system is organized and how it compares to the U.S. model.</p>	<p>countries/japan-overview/</p> <p>Japan: System and School Organization http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking/top-performing-countries/japan-overview/japan-system-and-school-organization/</p> <p>Japan: Education For All http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking/top-performing-countries/japan-overview/japan-education-for-all/</p> <p>Japan: Instructional Systems http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking/top-performing-countries/japan-overview/japan-education-for-all/</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
				<p>rams-affiliates/center-on-international-education-benchmarking/top-performing-countries/japan-overview/japan-instructional-systems/</p> <p>Japan’s Modern Educational System http://www.mext.go.jp/bmenu/hakusho/html/others/detail/1317220.htm</p> <p>Educational Systems of Japan and the United States http://sitemaker.umich.edu/arun.356/structural_differences</p> <p>PISA 2012 Results in Focus http://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf</p> <p>How to make an Info-</p>

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				<p>Graphic http://www.theguardian.com/global-development-professionals-network/2014/aug/28/interactive-infographics-development-data</p>
<p>Analyze, discuss, and assess the educational system of Switzerland by examining socio-economic indicators, and the Swiss educational structure.</p> <p>NJSLS: 9.3.12.ED 03 9.3.12.ED 07 9.3.12.ED-ADM 1 9.3.12.ED-ADM 5 9.3.12.ED-PS 2 9.3.12.ED-TT 05 9.3.12.ED-TT 06 9.3.12.ED-TT 10 9.3.12.ED-TT 11 NJSLSA.R1. NJSLSA.R4.</p>	<p>To what extent is Swiss society diversified? What is the socio-economic range of Swiss society?</p> <p>How have economic differentials between classes affected access to education in Switzerland?</p> <p>How is the Swiss educational system structured?</p> <p>How is the Swiss educational system financed?</p>	<ul style="list-style-type: none"> ▪ Identify the socio-economic range of Swiss society. ▪ Explain class differences in Switzerland their affect on education. ▪ Outline the structure of the Swiss educational system. ▪ Explain how the Swiss Education System is financed. ▪ Explain Swiss systems of assessment. ▪ Summarize Academic Success of Swiss students as compared to US 	<p>Position paper: To what extent is Swiss society diversified, and how does this positively or negatively affect their educational system?</p> <p>Current events: Analyze three current articles about the Swiss educational system, and report on your findings in an essay, or oral presentation.</p> <p>Comparative analysis: Research data to show how Switzerland compares academically to countries that it</p>	<p>The World Fact Book: Switzerland https://www.cia.gov/search?q=switzerland&site=CIA&output=xml_no_dtd&client=CIA&myAction=%2Fsearch&proxystylesheet=CIA&submitMethod=get</p> <p>OECD: Switzerland http://www.oecdbetterlifeindex.org/countries/switzerland/</p> <p>Information About Education in Switzerland http://www.about.ch/education/index.html</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>NJSLSA.R8. NJSLSA.W1. NJSLSA.W4. NJSLSA.W7. NJSLSA.W8. NJSLSA.SL1.</p> <p>CCTC: ED 03 ED 07 ED-ADM 1 ED-ADM 5 ED-PS 2 ED-TT 05 ED-TT 06 ED-TT 10 ED-TT 11</p>	<p>How do students from the Swiss educational system perform on standardized tests in comparison to students from the US educational system?</p> <p>How does the Swiss educational system differ from the American model?</p>	<p>students.</p> <ul style="list-style-type: none"> ▪ Compare and Contrast the Swiss education system with the American model. ▪ Position Paper Writing ▪ Data Analysis 	<p>boarders in Europe. Prepare a spreadsheet presentation to highlight your results.</p>	<p>Switzerland: Education at a Glance http://www.oecd.org/edu/Switzerland-EAG2014-Country-Note.pdf</p> <p>Swiss Education Report http://skbf-csre.ch/fileadmin/files/pdf/bildungsmonitoring/Swiss_Education_Report_2014.pdf</p> <p>Statistic of the Month: Vocational and Educational Training Systems in 21st Century Switzerland, Germany, and Singapore http://www.ncee.org/2014/11/statistic-of-the-month-vocational-education-training-systems-for-the-21st-century-in-switzerland-</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
				germany-singapore/ PISA 2012 Results in Focus http://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf How to make an Info-Graphic http://www.theguardian.com/global-development-professionals-network/2014/aug/28/interactive-infographics-development-data
<p>Analyze, discuss, and assess the educational system of Finland by examining socio-economic indicators, and the Finnish educational structure.</p> <p>NJSLS: 9.3.12.ED 03 9.3.12.ED 07</p>	<p>To what extent is Finnish society diversified?</p> <p>What is the socio-economic range of Finnish society?</p> <p>How have economic differentials between classes affected access to education in Finland?</p>	<ul style="list-style-type: none"> ▪ Identify the socio-economic range of Finnish society. ▪ Explain class differences in Finland and their affect on education. ▪ Outline the structure of the Finnish educational system. ▪ Explain how the 	<p>Editorial: Compare the salaries of teachers in Finland, and the United States. Write an editorial explaining your position on which system is better from a teacher’s perspective.</p> <p>Children’s book: Create a children’s book that</p>	<p>The World Fact Book: Finland https://www.cia.gov/library/publications/the-world-factbook/geos/fi.html</p> <p>OECD: Finland http://www.oecdbetterlifefindex.org/countries/finland/</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>9.3.12.ED-ADM 1 9.3.12.ED-ADM 5 9.3.12.ED-PS 2 9.3.12.ED-TT 05 9.3.12.ED-TT 06 9.3.12.ED-TT 10 9.3.12.ED-TT 11 NJSLSA.R1. NJSLSA.R4. NJSLSA.R8. NJSLSA.W1. NJSLSA.W4. NJSLSA.W7. NJSLSA.W8. NJSLSA.SL1.</p> <p>CCTC: ED 03 ED 07 ED-ADM 1 ED-ADM 5 ED-PS 2 ED-TT 05 ED-TT 06 ED-TT 10 ED-TT 11</p>	<p>How is the Finnish educational system structured?</p> <p>How is the Finnish educational system financed?</p> <p>How do students from the Finnish educational system perform on standardized tests in comparison to students from the US educational system?</p> <p>How does the Finnish educational system differ from the American model?</p>	<p>Finnish Education System is financed.</p> <ul style="list-style-type: none"> ▪ Explain Finnish systems of assessment. ▪ Summarize Academic Success of Finnish students as compared to US students. ▪ Compare and Contrast the Finnish education system with the American model. 	<p>outlines the Finnish educational system from a child’s perspective.</p> <p>Lesson plan: Create a lesson plan for an elementary school age class using a Finnish lesson planning system.</p>	<p>Finland: Overview http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking/top-performing-countries/finland-overview/</p> <p>Finland: System and School Organization http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking/top-performing-countries/finland-overview/finland-system-and-school-organization/</p> <p>Finland; Education For All http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking/top-performing-countries/finland-</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
				<p>overview/finland-education-for-all/</p> <p><u>Finland: Instructional Systems</u> http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking/top-performing-countries/finland-overview/finland-instructional-systems/</p> <p><u>Finland: Education at a Glance</u> http://www.oecd.org/edu/Finland-EAG2014-Country-Note.pdf</p> <p><u>How the Finnish School System Outshines U.S. Education</u> http://news.stanford.edu/news/2012/january/finnish-schools-reform-012012.html</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
				<p>PISA 2012 Results in Focus http://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf</p> <p>Finnish lesson planning and curriculums http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking/top-performing-countries/finland-overview/finland-instructional-systems/</p>
<p>Analyze, discuss, and assess the educational system of Canada by examining socio-economic indicators, and Canada’s educational</p>	<p>To what extent is Canadian society diversified? What is the socio-economic range of</p>	<ul style="list-style-type: none"> ▪ Identify the socio-economic range of Canadian society. ▪ Explain class differences in Canada and their affect on 	<p>Flow chart: Create a flow chart that outlines the structure of the Canadian K-12 educational system.</p>	<p>The World Fact Book: Canada https://www.cia.gov/library/publications/the-world-factbook/geos/ca.html</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>structure.</p> <p>NJSLS: 9.3.12.ED 03 9.3.12.ED 07 9.3.12.ED-ADM 1 9.3.12.ED-ADM 5 9.3.12.ED-PS 2 9.3.12.ED-TT 05 9.3.12.ED-TT 06 9.3.12.ED-TT 10 9.3.12.ED-TT 11 NJSLSA.R1. NJSLSA.R4. NJSLSA.W1. NJSLSA.W4. NJSLSA.SL1.</p> <p>CCTC: ED 03 ED 07 ED-ADM 1 ED-ADM 5 ED-PS 2 ED-TT 05 ED-TT 06 ED-TT 10 ED-TT 11</p>	<p>Canadian society?</p> <p>How have economic differentials between classes affected access to education in Canada?</p> <p>How is the Canadian educational system structured?</p> <p>How is the Canadian educational system financed?</p> <p>How do students from the Canadian educational system perform on standardized tests in comparison to students from the US educational system?</p> <p>How does the Canadian educational system differ from the American model?</p>	<p>education.</p> <ul style="list-style-type: none"> ▪ Outline the structure of the Canadian educational system. ▪ Explain how the Canadian Education System is financed. ▪ Explain Canadian systems of assessment. ▪ Summarize Academic Success of Canadian students as compared to US students. ▪ Compare and Contrast the Canadian education system with the American model. 	<p>Pie chart: Create a pie chart that outlines the demographic diversity of Canadian society.</p> <p>Venn Diagram: Create a Venn diagram to compare and contrast the Canadian educational system to the US educational system.</p>	<p>OECD: Canada http://www.oecdbetterlifeindex.org/countries/canada/</p> <p>Canada: Overview http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking/top-performing-countries/canada-overview/</p> <p>Canada: System and School Organization http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking/top-performing-countries/canada-overview/canada-system-and-school-organization/</p> <p>Canada: Education For All</p>

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				<p>http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking/top-performing-countries/canada-overview/canada-education-for-all/</p> <p>Canada: Instructional Systems http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking/top-performing-countries/canada-overview/canada-instructional-systems/</p> <p>Canada: Education at a Glance http://www.oecd.org/edu/Canada-EAG2014-Country-Note.pdf</p> <p>Comparing the US and Canada on Education</p>

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				http://blogs.edweek.org/edweek/futures_of_reform/2011/04/comparing_canada_and_the_us_on_education.html PISA 2012 Results in Focus http://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf
<p>Analyze, discuss, and assess the educational system of the United Kingdom by examining socio-economic indicators, and United Kingdom’s educational structure.</p> <p>NJSLS: 9.3.12.ED 03 9.3.12.ED 07 9.3.12.ED-ADM 1 9.3.12.ED-ADM 5 9.3.12.ED-PS 2 9.3.12.ED-TT 05</p>	<p>To what extent is the United Kingdom’s society diversified?</p> <p>What is the socio-economic range of the United Kingdom’s society?</p> <p>How have economic differentials between classes affected access to education in the United Kingdom?</p> <p>How is the United</p>	<ul style="list-style-type: none"> ▪ Identify the socio-economic range of the United Kingdom’s society. ▪ Explain class differences in the United Kingdom and their affect on education. ▪ Outline the structure of the United Kingdom’s educational system. ▪ Explain how the United Kingdom’s Education System is 	<p>Think-pair-share: Develop and share with a partner, and with the class, a response to the following question: How accessible is public education in the United Kingdom to families with special needs children?</p> <p>Table talk: Discuss with your group, and then present to the class, your group’s position on changing America’s educational model to</p>	<p>The World Fact Book: United Kingdom https://www.cia.gov/library/publications/the-world-factbook/geos/uk.html</p> <p>OECD: United Kingdom http://www.oecdbetterlifeindex.org/countries/united-kingdom/</p> <p>Education System: The United Kingdom https://www.nuffic.nl/en/library/education-system-united-kingdom.pdf</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>9.3.12.ED-TT 06 9.3.12.ED-TT 10 9.3.12.ED-TT 11 NJLSA.R1. NJLSA.R4. NJLSA.W1. NJLSA.W4. NJLSA.SL1. NJLSA.SL4.</p> <p>CCTC: ED 03 ED 07 ED-ADM 1 ED-ADM 5 ED-PS 2 ED-TT 05 ED-TT 06 ED-TT 10 ED-TT 11</p>	<p>Kingdom’s educational system structured?</p> <p>How is the United Kingdom’s educational system financed?</p> <p>How do students from the United Kingdom’s educational system perform on standardized tests in comparison to students from the US educational system?</p> <p>How does the United Kingdom’s educational system differ from the American model?</p>	<p>financed.</p> <ul style="list-style-type: none"> ▪ Explain the United Kingdom’s systems of assessment. ▪ Summarize Academic Success of the United Kingdom’s students as compared to US students. ▪ Compare and Contrast the United Kingdom’s education system with the American model. ▪ 	<p>match that of the United Kingdom’s educational structure.</p> <p>Binary paedeia graphic organizer: Create a binary paedeia that compares and contrasts the United Kingdom’s educational systems to the US educational system.</p>	<p>The Department of Education: UK https://www.gov.uk/government/organisations/department-for-education</p> <p>United Kingdom: Education at a Glance http://www.oecd.org/edu/United%20Kingdom-EAG2014-Country-Note.pdf</p> <p>Financing Schools in Europe http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/170EN.pdf</p> <p>PISA 2012 Results in Focus http://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf</p>
<p>Analyze, discuss, and</p>	<p>To what extent is Greek</p>	<ul style="list-style-type: none"> ▪ Identify the socio- 	<p>Video: Create a video</p>	<p>The World Fact Book:</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>assess the educational system of Greece by examining socio-economic indicators, and the Greek educational structure.</p> <p>NJSLS: 9.3.12.ED 03 9.3.12.ED 07 9.3.12.ED-ADM 1 9.3.12.ED-ADM 5 9.3.12.ED-PS 2 9.3.12.ED-TT 05 9.3.12.ED-TT 06 9.3.12.ED-TT 10 9.3.12.ED-TT 11 NJSLSA.R1. NJSLSA.R4. NJSLSA.R8. NJSLSA.W1. NJSLSA.W4. NJSLSA.W7. NJSLSA.W8. NJSLSA.SL1.</p> <p>CCTC: ED 03</p>	<p>society diversified?</p> <p>What is the socio-economic range of Greek society?</p> <p>How have economic differentials between classes affected access to education in Greece?</p> <p>How is the Greek educational system structured?</p> <p>How is the Greek educational system financed?</p> <p>How do students from the Greek educational system perform on standardized tests in comparison to students from the US educational system?</p> <p>How does the Greek</p>	<p>economic range of Greek society.</p> <ul style="list-style-type: none"> ▪ Explain class differences in Greece and their affect on education. ▪ Outline the structure of the Greek educational system. ▪ Explain how the Greek Education System is financed. ▪ Explain Greek systems of assessment. ▪ Summarize Academic Success of Greek students as compared to US students. ▪ Compare and Contrast the Greek education system with the American model. ▪ Writing Skills 	<p>that describes the state of the Greek educational system using images from that country, and facts researched.</p> <p>Graphic organizer: Create a graphic organizer that compares Greece to another Non-European country in terms of educational systems.</p> <p>Essay: Propose a solution to the problems that Greece is encountering in its educational system. How would you like to see these changes enacted?</p>	<p>Greece https://www.cia.gov/library/publications/the-world-factbook/geos/gr.html</p> <p>OECD: Greece http://www.oecdbetterlifeindex.org/countries/greece/</p> <p>Greek Educational System http://promitheas.iacm.forth.gr/i-curriculum/Assets/Docs/NatReports/Greek%20Report.pdf</p> <p>Education and Inequality in Greece http://ftp.iza.org/dp1582.pdf</p> <p>Greece: Education at a Glance http://www.oecd.org/edu/Greece-EAG2014-Country-Note.pdf</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
ED 07 ED-ADM 1 ED-ADM 5 ED-PS 2 ED-TT 05 ED-TT 06 ED-TT 10 ED-TT 11	educational system differ from the American model?			<p>How Are K-12 Schools Different in Greece (Compared to the US)? http://www.teach-nology.com/teachers/employment/esl/greece/</p> <p>PISA 2012 Results in Focus http://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf</p>
Analyze, discuss, and assess the educational system of the United Arab Emirates (UAE) by examining socio-economic indicators, and the educational structure of the UAE. NJSLS: 9.3.12.ED 03 9.3.12.ED 07 9.3.12.ED-ADM 1 9.3.12.ED-ADM 5	To what extent is the UAE diversified? What is the socio-economic range of the UAE? How have economic differentials between classes affected access to education in the UAE? How is the UAE’s educational system	<ul style="list-style-type: none"> ▪ Identify the socio-economic range of the United Arab Emirates society. ▪ Explain class differences in the United Arab Emirates and their affect on education. ▪ Outline the structure of the United Arab Emirates educational system. ▪ Explain how the 	<p>Poster project: Create a poster project that explains the United Arab Emirates’ Educational system in a visual format (i.e., poster, tri-fold, infographic, etc.)</p> <p>Essay: Research and write an essay discussing the manner in which religion plays a role in the educational system of the United</p>	<p>The World Fact Book: The United Arab Emirates https://www.cia.gov/library/publications/the-world-factbook/geos/ae.html</p> <p>Education in the UAE http://www.uaecd.org/k-12-education</p> <p>UAEInteract: Education http://www.uaeinteract.com/society/education.asp</p>

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<p>9.3.12.ED-PS 2 9.3.12.ED-TT 05 9.3.12.ED-TT 06 9.3.12.ED-TT 10 9.3.12.ED-TT 11 NJLSA.R1. NJLSA.R4. NJLSA.R8. NJLSA.W1. NJLSA.W4. NJLSA.W7. NJLSA.W8. NJLSA.SL1.</p> <p>CCTC: ED 03 ED 07 ED-ADM 1 ED-ADM 5 ED-PS 2 ED-TT 05 ED-TT 06 ED-TT 10 ED-TT 11</p>	<p>structured?</p> <p>How is the UAE's educational system financed?</p> <p>How do students from the UAE educational system perform on standardized tests in comparison to students from the US educational system?</p> <p>How does the UAE educational system differ from the American model?</p>	<p>United Arab Emirates Education System is financed.</p> <ul style="list-style-type: none"> ▪ Explain the United Arab Emirates systems of assessment. ▪ Summarize Academic Success of the United Arab Emirates students as compared to US students. ▪ Compare and Contrast the United Arab Emirates education system with the American model. ▪ Writing Skills 	<p>Arab Emirates</p> <p>Game: Students will create a game that will review, and educate others about the educational system of the United Arab Emirates.</p>	<p>World Data on Education http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/United_Arab_Emirates.pdf</p> <p>The UAE Education System: Overview of Performance in Education http://www.nqa.gov.ae/EN/MediaCenter/Publications/The%20UAE%20Education%20System%20Report.pdf</p> <p>PISA 2012 Results in Focus http://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf</p>
Analyze, discuss, and	To what extent is	▪ Writing Skills	Research/Narrative	The World Fact Book:

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>assess the educational system of Brazil by examining socio-economic indicators, and the Brazilian educational structure.</p> <p>NJSLS: 9.3.12.ED 03 9.3.12.ED 07 9.3.12.ED-ADM 1 9.3.12.ED-ADM 5 9.3.12.ED-PS 2 9.3.12.ED-TT 05 9.3.12.ED-TT 06 9.3.12.ED-TT 10 9.3.12.ED-TT 11 NJSLSA.R1. NJSLSA.R4. NJSLSA.R8. NJSLSA.W1. NJSLSA.W4. NJSLSA.W7. NJSLSA.W8. NJSLSA.SL1. NJSLSA.SL4.</p> <p>CCTC:</p>	<p>Brazilian society diversified?</p> <p>What is the socio-economic range of Brazilian society?</p> <p>How have economic differentials between classes affected access to education in Brazil?</p> <p>How is the Brazilian educational system structured?</p> <p>How is the Brazilian educational system financed?</p> <p>How do students from the Brazilian educational system perform on standardized tests in comparison to students from the US educational system?</p>		<p>Writing: Research the everyday life of a student going to school in Brazil. Write a narrative as if you were that student describing your everyday life.</p> <p>Socratic seminar: Use the Socratic seminar method to discuss the differences between the public and private educational systems in Brazil.</p> <p>Gallery walk: In small groups students will research an aspect of the Brazilian educational system. They will then create “exhibits” for the rest of the class to view and respond to on a guided “walkthrough” sheet.</p>	<p>Brazil https://www.cia.gov/library/publications/the-world-factbook/geos/br.html</p> <p>Brazil: Country Notes http://www.oecd.org/brazil/49655751.pdf</p> <p>The Educational System for Brazil http://www.nafsa.org/uploadedFiles/Chez_NAFSA/Resource_Library_Assets/Networks/ACE/EDU%20Systems%20Brazil.pdf</p> <p>Brazil: Education at a Glance http://www.oecd.org/edu/Brazil_EAG2013%20Country%20Note.pdf</p> <p>Inclusive Education in Brazil http://www.unesco.org/new/en/brasilia/education/i</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
ED 03 ED 07 ED-ADM 1 ED-ADM 5 ED-PS 2 ED-TT 05 ED-TT 06 ED-TT 10 ED-TT 11	How does the Brazilian educational system differ from the American model?			nclusive-education/ UNESCO Office in Brasilia http://www.unesco.org/new/en/brasilia/education/education-for-all/ The Financing of Education in Brazil http://siteresources.worldbank.org/BRAZILINPOR/EXTN/Resources/3817166-1185895645304/4044168-1186326902607/42pubbr63.pdf PISA 2012 Results in Focus http://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf
Synthesize the pros, and cons of international education systems to	Which educational system studied in previous units differed	<ul style="list-style-type: none"> ▪ Identify the educational system that differed most 	Interview: Interview a school administrator about their view on	The Vision of Education Reform in the United States

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<p>develop a plan to improve the American educational model.</p> <p>NJSLS: 9.3.12.ED 03 9.3.12.ED 06 9.3.12.ED 07 9.3.12.ED-ADM 1 9.3.12.ED-PS 2 9.3.12.ED-TT 05 9.3.12.ED-TT 11 NJSLSA.R1. NJSLSA.R4. NJSLSA.R8. NJSLSA.W1. NJSLSA.W4. NJSLSA.SL1. NJSLSA.SL4.</p> <p>CCTC: ED 03 ED 06 ED 07 ED-ADM 1 ED-PS 2 ED-TT 05 ED-TT 11</p>	<p>the most from the US educational system?</p> <p>Which educational system studies in previous units was the most similar to the US educational system?</p> <p>What are some pros that could be incorporated in the US educational model to increase student achievement?</p> <p>What are some legal and political constraints that might interfere with applying strategies that work in an international model to the US educational structure?</p> <p>What are some financial constraints that might interfere with applying strategies that work in an international model to the</p>	<p>from the US system.</p> <ul style="list-style-type: none"> ▪ Identify the educational system that was the most similar to the US system. ▪ Identify some possible alterations to improve the US educational system. ▪ Identify legal and political constraints to changing the US educational system. ▪ Identify financial constraints to changing the US educational system. ▪ Interview Skills ▪ Research Skills 	<p>looking to international models to improve the U.S. educational system. Use your findings to write a newspaper style article.</p> <p>Research: Research educational institutions that are in the process of using international methods to improve teaching and education around the country. Report on your findings in a Power Point or Prezi presentation.</p> <p>Visual presentation: Create a basic framework model of a blended educational system utilizing the various systems this course has covered. Create a visual presentation to promote this new educational</p>	<p>http://www.ed.gov/news/speeches/vision-education-reform-united-states-secretary-arne-duncans-remarks-united-nations-educational-scientific-and-cultural-organization-unesco-paris-france</p> <p>Lessons from PISA for the United States http://www.oecd.org/pisa/46623978.pdf</p> <p>Education Policy Talk http://educationpolicytalk.com/</p> <p>On the Road to Reform: K-12 Science Education in the United States https://www.nae.edu/Publications/Bridge/69735/69739.aspx</p> <p>Education Everywhere:</p>

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	US educational structure?		model to the American public.	School Success Stories from Abroad http://www.edutopia.org/education-everywhere-international-global-resources

Unit 4 Vocabulary	
Comparative education International Association for Evaluation of Educational Achievement (IEA) International Civic and Citizenship Education Study (ICCS) Organization for Economic Cooperation and Development (OECD)	Program for International Student Assessment (PISA) Progress in International Reading Study (PIRLS) Teacher Education Development Study in Mathematics (TEDSM) The International Computer Information Literacy Study The Trends in Mathematics and Science Study (TIMSS)

Suggested Unit Projects

Choose At Least One

Choose a country not covered by this curriculum and research the educational system of that country. Create a multimedia presentation, and short paper to present to the class on the country selected.

Write a letter/email to a foreign country's Education director/minister/ secretary /etc. asking for their goals on the future of that country's educational system. Report on your response to your class.

Suggested Structured Learning Experiences

Supreme Court of New Jersey
 25 Market St. Trenton, NJ 08625
 Tel: 609-292-958
 Email: webmaster.mailbox@judiciary.state.nj.us
www.judiciary.state.nj.us/supreme

New Jersey State House
 125 W. State Street, Trenton, NJ 08625
 Tel: 609-633-2709
 Call at least a month in advance for reservations
<http://www.njleg.state.nj.us/kids/materials.asp>

Consulate General of Jordan
 866 2nd Ave #5
 New York, NY 10017
 Telephone number:
 (202) 966 - 2664
 Email Address:
hkjembassydc@jordanembassyus.org

Consulate General of Greece
 69 E 79th St
 New York, NY 10075
 Phone: 1(212) 988-5500
<http://www.mfa.gr/usa/en/consulate-general-in-new-york/>

British Consulate General New York
 845 Third Avenue
 New York NY 10022
 USA
 Telephone: 1(212)745-0200
<https://www.gov.uk/government/world/organisations/british-consulate-general-new-york>

Consulate General of Canada in New York
 1251 Avenue of the Americas,
 New York, New York 10020-1175
 Telephone: 212-596-1628
<http://can-am.gc.ca/new-york/>

Brazil Consulate New York, NY Information
1185 Avenue of the Americas (Sixth Avenue)
21st Floor

New York, NY 10036

Contact Info:

Tel: (917) 777-7777

Fax: (212) 827-0225

<http://brazil.embassy-online.net/Brazil-Consulate-General-New-York.php>

Consulate General of Mexico in New York

Address:

27 East 39 Street

New York, NY 1001

www.consulmexny.mx/

PERMANENT MISSION OF THE UNITED ARAB EMIRATES TO
THE UNITED NATIONS

3 Dag Hammarskjöld Plaza 305 East 47th Street, 7th Floor New
York, N.Y. 10017

Phone: (212) 371-0480

Fax: (212) 371-4923

Email: newyork@mofa.gov.ae

<http://www.un.int/uae/>

Consulate General of Finland, New York
866 United Nations Plaza, New York, NY 10017

Tel. +1-212-750 4400,

<http://www.finland.org/public/default.aspx?nodeid=35840>

Consulate General of Switzerland

633 Third Avenue, 30th floor

New York, NY 10017-6706

United States of America

Tel. 1 212 599 5700

<https://www.eda.admin.ch/newyork>

Consulate General of Japan

Address: 299 Park Ave #19, New York, NY 10171

Phone: (212) 371-8222

www.ny.us.emb-japan.go.jp/en/html/

Consulate General of Korea

Address: 460 Park Ave, 57th Street, New York, NY 10022

Phone: (212) 692-9120

<http://usa-newyork.mofa.go.kr/english/>

Consulate General of the People's Republic of China in New York

Address: 520 12th Ave, New York, NY 10036

Phone: (212) 244-9392

<http://newyork.china-consulate.org/eng/>