COMPETENCY-BASED EDUCATION

COURSE OUTLINE

COURSE NO.: 52-08-51  REVISED: November/2004

TITLE: HISTORICAL AND CURRENT PERSPECTIVES/WORLD ISSUES

DEPARTMENT: Programs for Older Adults

CREDITS: 0*  HOURS: 60

APPORTIONMENT NO.: 08.083.303

COURSE DESCRIPTION:
This competency-based course encourages the examination of current world issues. Instruction includes investigation into and discussion of local and international events, and the economic impact of the global marketplace on people of the world. The effect of world events on the arts, sports, science, religion, technology and entertainment will be covered. Students will utilize a variety of media including books, videos, DVDs, CDs, newspapers and magazines.

PREREQUISITES:
None

*This is a non-credit course and may be repeated to learn specific competencies.
A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

GOALS AND PURPOSES

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student’s acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against prestated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.
INSTRUCTIONAL STRATEGIES

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTED FOR EACH UNIT

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students’ progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.
ACKNOWLEDGMENTS

The contributions of FJAERE NILLSN-MOONEY, ARLENE TORLUEMKE and THERESA WILLIAMS are gratefully acknowledged for the revision of this course outline. Also thanks to MIRIAM CAIDEN and GERI RHOSEN for contributing their lesson plans.

Thanks to TOM CALDERON for editing and preparing this outline as competency-based.

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APPROVED:

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**CBE**  
*Competency-Based Education*

**COMPETENCY-BASED COMPONENTS**  
for the *Historical and Current Perspectives/World Issues* Course

<table>
<thead>
<tr>
<th>COMPETENCY AREAS AND STATEMENTS</th>
<th>MINIMAL COMPETENCIES</th>
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<tbody>
<tr>
<td><strong>A. INTRODUCTION</strong></td>
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| Recognize goals of the course, various methods of investigation, sources of information, and guidelines for discussing world issues. | 1. Identify the goals of the course to be the examination of current world issues.  
2. Identify various methods of investigation into current issues.  
3. List the different information sources;  
   a. books  
   b. radio  
   c. newspaper  
   d. internet  
   e. videos  
   f. documentaries  
   g. television  
   h. magazines  
   i. DVDs and CDs  
4. Establish guidelines for discussion to include adequate preparation, active listening to others’ opinions, response to another expression of opinion, and thoughtful expression of one’s own opinion. |
| **B. LOCAL AND COMMUNITY NEWS**  |                       |
| Understand local and community news and how it affects us. | 1. Identify local and community publications.  
2. Identify and discuss other venues in the community where local news can be obtained.  
3. List or identify community organizations that generate news:  
   a. neighborhood watch clubs  
   b. community councils  
   c. city council districts  
   d. assembly districts  
4. Identify your local cable access TV station.  
5. Identify your local radio access station.  
6. Identify the scope of the following news items in your local area:  
   a. social events  
   b. crime  
   c. substance abuse  
   d. Government and leadership |
C. **NATIONAL NEWS EVENTS**

Understand the broader context of national news events.

1. Discuss national events and identify the social, economic, and/or political issues involved.
2. Relate national events to local and/or global issues.
3. Identify and discuss historical influences on national events.
4. Discuss the rights of American citizens.
5. Discuss the responsibilities of American citizens.
6. Identify the major issues that relate to Civil Rights and Liberties.
7. Discuss changes in American Culture since the 9-11 tragedy.
8. Discuss the national, social, economic and political issues impacted by the 9-11 tragedy.

**ECONOMICS AND THE GLOBAL MARKET**

Understand basic economic terms, concepts, and theories, and relate them to current events.

1. Define economics and basic economic terms.
2. Discuss several economic theories and evaluate their strengths and shortcomings in relation to explaining current economic trends.
3. Identify and utilize sources of information on economics and global business affairs.
4. Discuss economic and business affairs within their historical context.
5. Discuss the current local, national and international economic climate.
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<tr>
<th>SECTION</th>
<th>TOPIC STUDY</th>
<th>COURSE OUTCOMES</th>
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| F. THE ARTS, SPORTS, AND ENTERTAINMENT | Understand current trends in the world of arts, sports, and entertainment. | 1. Identify and utilize sources of information on the arts, sports and entertainment.  
2. Identify and discuss major figures and trends in the art world.  
3. Identify and discuss major figures and trends in national and international sports.  
4. Discuss professional vs. amateur sports.  
5. Discuss the history and relevance of the Olympics.  
6. Discuss the cultural significance of the heroes that emerge in our arts, sports and entertainment.  
7. Discuss the influence of cultural heroes on trends.  
8. Identify and discuss major figures and trends in the national and international entertainment industry.  
9. Discuss films, plays and art being displayed or performed locally or nationally.  
10. Identify and discuss historical influences on the worlds of the arts, sports, and entertainment. |
| G. SCIENCE AND TECHNOLOGY | Understand new developments in science and technology. | 1. Identify science and technology to include issues in medicine, abstract and applied sciences, computer technology and the Internet, etc.  
2. Identify and utilize sources of information on science and technological trends.  
3. Identify and discuss major figures and trends in science and technology.  
4. Identify and discuss historical influences on science and technology issues.  
5. Discuss the impact of the internet on family and global communication. |
| H. RELIGION | Understand the role of religion in contemporary life. | 1. Identify and utilize sources of information on religion and religious issues.  
2. Identify and discuss the role of religion as both a stabilizing force in society and a catalyst for conflict among groups.  
3. Identify the role of religion in establishing social conventions, mores and laws in both secular nations and theocracies.  
4. Compare and contrast the historic role of religion and its role in current events.  
5. Identify new religious groups and discuss their relationship with traditional, long-standing religions.  
6. Discuss history of religious splinter groups. |
<table>
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<tr>
<th>I. PEOPLE AND LIFE STYLES IN THE MEDIA</th>
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<tr>
<td>Understand the role of the media in bringing to public awareness certain people and a variety of life styles</td>
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(6 hours)

| 1. Identify and discuss the historic role of the media in the creation of interest in certain people and life styles. |
| 2. Identify and utilize sources of information on well known people and a variety of life styles. |
| 3. Identify well known people and discuss their influence upon current events. |
| 4. Identify and discuss different life styles, and place them within a historical context. |
| 5. Define “paparazzi”. |
| 6. Discuss the impact of paparazzi on celebrity figures. |
| 7. Discuss the impact of paparazzi on one’s own perception of the person in the spotlight. |
| 8. Identify and discuss the impact of the media upon one’s own life through its account of others’ lives and life styles: e.g. changes in philosophy, self-perception and one’s life choices. |

(52-08-51)
SAMPLE LESSON PLAN
for the Historical and Current Perspectives/World Issues Course

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<tr>
<th>COMPETENCY AREA AND TOPIC</th>
<th>MINIMAL COMPETENCY</th>
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<tr>
<td>D. INTERNATIONAL EVENTS</td>
<td>2. Identify and utilize sources of information on international events.</td>
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SAMPLE LESSON PLAN

LENGTH OF LESSON: 2 hours

LESSON OBJECTIVE: Students will be able to identify a key issue in today's news and discuss it in terms of meaning to them, their community and the world. Students will be able to identify the location where the issue/topic is happening on a world map.

MATERIALS NEEDED: chalkboard/whiteboard, chalk/pens, eraser, newspaper, internet articles, map, pens/pencils.

SCANS FOCUS

COMPETENCIES-Allocates Time; Acquires and Evaluates Information; Organizes and Maintains Information; Interprets and Communicates Information; Uses Computers to Process Information; Participates as a Member of a Team; Teaches Others; Exercises Leadership; Negotiates to Arrive at a Decision; Understands Systems; Selects Technology; Applies Technology to Task

FOUNDATION SKILLS- Basic Skills (Reading, Writing, Listening, Speaking); Thinking Skills (Creative Thinking, Decision Making, Problem solving, Seeing Thing in the Mind’s Eye, Knowing How to Learn, Reasoning); Personal Qualities (Responsibility, Self-Esteem, Social, Self-Management, Integrity/Honesty)
<table>
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<tr>
<th>STAGE OF LESSON</th>
<th>LESSON PLAN</th>
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| **WARM UP/INTRODUCTION** | 1. Teacher welcomes each student.  
2. Teacher asks each student to take-out any news items they may have brought to contribute to the lesson.  
3. Teacher asks class to take a moment to think about any news stories local or international that affected them in a personal way from the previous week.  
4. Teacher distributes the daily newspaper front page and other news resources (from internet sites or magazines), that provide short paragraphs of current news, or pictures.  
5. Students and teacher will briefly review topics from last class meeting. |
| **PRESENTATION** | 1. Teacher will present the highlights of the headline stories from the first page of the newspaper for discussion or other items brought to class.  
2. Teacher moves onto other pages and other items, reading passages involving key points of story.  
3. Teacher poses a question pertaining to a particular story, and then calls upon students to contribute.  
4. Teacher guides the students as they discuss, analyze or critique a particular news item; students are encouraged to express opinions with support.  
5. Students ask questions and exchange answers with each other.  
6. Students are encouraged to voice their opinion on any particular story or subject. |
| **GUIDED PRACTICE** | 1. Teacher divides the writing board into three sections for listing local, national, and international news stories.  
2. Students identify location of story/issue, using a world or local map on the board.  
3. Students give definitions of certain words in an article. |
| **EXTENDED PRACTICE** | 1. Students discuss articles they have contributed using the same techniques. |
| COMPREHENSION CHECK | 1. Teacher asks the class to recap the highlighted stories on the board.  
|                     | 2. Teacher leads an oral “mini-quiz” to test knowledge of new vocabulary words defined in today’s lesson. |
| APPLICATION         | 1. Teacher introduces topic for the next class and encourages students to contribute by bringing in outside materials for discussion.  
|                     | 2. Students or teacher end class with an anecdote or joke. |
# SAMPLE LESSON PLAN
for the Historical and Current Perspectives/World Issues Course

<table>
<thead>
<tr>
<th>COMPETENCY AREA AND TOPIC</th>
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## TARGET AUDIENCE:
Moderately to Severely Impaired Seniors

## LESSON OBJECTIVE:

1. **Mental Fitness:** Using bread as a theme, seniors will practice long-term memory retrieval and active observation.

2. **Life Transitions:** Using bread as a theme, seniors will explore nutrition and the ways culture impacts lifestyle.

3. **World Issues:** Using bread as a theme, seniors will explore cultural differences in food.

## MATERIALS NEEDED:

1. Whiteboard and markers (supplied at site)

2. Different types of bread (pita, tortillas, bagels, etc.) – available at supermarket or local ethnic grocery.

3. One package Fleishman’s Dry Yeast.

4. Bowl of warm water (supplied by site) and package of sugar (coffee break size, supplied at site).

5. Optional but useful: bag of wheat berries; brown rice; rolled oats. If there’s time, put a sample of each in a ziplock bag.

6. Gloves for handling bread; bread knife or similar (ask site for these).

# SAMPLE LESSON PLAN

for the Historical and Current Perspectives/World Issues Course

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| **INTRODUCTION** | 1. Either announce theme or give students 3 clues about today’s topic: “White; Brown: Pumpernickel” – what do they all have in common?
|                  | 2. Elicit a list of different types of bread (e.g. rye, bagel, baguette, chapatti, etc.). (Memory activity)
|                  | 3. Elicit a list of ingredients. |
| (15-20 minutes)  |             |
| **PRACTICE**     | 1. Show group package of yeast.
|                  | 2. Open yeast and pour into bowl. Add sugar.
|                  | 3. Elicit from students: who has baked bread? Elicit memories of bread (Reminiscence).
|                  | 4. Explain history of Fleishman’s yeast: Fleishman came to the US from Hungary in the 1860s. His yeast was first exhibited at the Boston Centennial Fair of 1876; until then, housewives made their own yeast, usually from grapes. It took a lot of persuasion to convince them to buy their yeast! The bubbles in yeast are carbon dioxide. Yeast is actually a tiny animal (organism). It’s actually alive! As it eats the sugar, it ferments, making the bubbles.
|                  | 5. Show the bowl of yeast to students one at a time, allowing them to sniff the aroma. **WARNING: DO NOT DO THIS WITH ANYONE ON OXYGEN!** |
| (5-10 minutes)   |             |
| **ACTIVITY**     | 1. Take each type of bread out of its wrapper. Show students, ask them what it is and where it is from.
|                  | 2. Let each student sample a piece. Elicit: how many people like the bread being sampled? Repeat for each type of bread, listing responses on whiteboard. |
| (20-30 minutes)  |             |
SAMPLE LESSON PLAN
for the Historical and Current Perspectives/World Issues Course

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<thead>
<tr>
<th>REVIEW</th>
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<tr>
<td>1. Use attached “trivia” questions to explore the countries where bread is baked.</td>
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SAFETY NOTES:

1. Keep track of knife at all times and do not allow students access to it.
2. Use gloves and/or hand sanitizer for hygiene.
3. Do not show yeast to people on oxygen or those with depressed immune systems (ask staff first).
4. Do not give bread to people with swallowing impairments as this is a choking hazard (ask staff first).

Optional (if you have extra prep time):
The video “Jewish Cooking in America” by Joan Nathan (available at West L.A. Regional Library) goes well with this lesson: the first hour of the tape shows a baker making Challah bread.
Bread Around the World: Trivia

1. Noodle dough dumplings from Asia that are filled with spiced meat and boiled in soup or fried and eaten as a side dish: __________.

2. Corn dough patted into thin, flat rounds and fried on a hot griddle. This is the daily bread in a country on the same continent as the US. Can also be made from flour: __________.

3. Flat, chewy rounds of bread served with curries or with peanut butter and honey, cheese and tomato, or just butter. They are from the country of the Taj Mahal: __________.

4. Pocket breads from the Middle East that are round, flat, and hollow inside: __________.

5. Flaky, tender crescent-shaped rolls from the land of the Eiffel Tower: __________.

6. Like biscuits, but cut into big, thick triangles and baked. Eaten with tea in Great Britain: __________.

7. Flat bread made from mashed potatoes, flour, and liquid, and then fried on a griddle. The Scandinavians created it: __________.

8. Popular Italian pie that was first made as a way to use left over bread dough: __________.

9. Small, round breads fried in hot oil. Made by the thousands for powwows and special occasions: __________.

10. Chewy, baked roll with a hole, often eaten with cream cheese. Brought to America by Polish immigrants: __________. (Discussion note: the __________, a bagel with a depression instead of a hole usually filled with onion, originated in Bialistock, Russia. Legend has it that an uncooked bagel fell on the floor and the baker accidentally stepped on it with a high-heeled shoe. Rather than waste the dough, he stuffed the heel mark with onion and baked it anyway — and created a deli favorite.)

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Bread Around the World: Trivia

11. Noodle dough dumplings from Asia that are filled with spiced meat and boiled in soup or fried and eaten as a side dish: **WONTON**

12. Corn dough patted into thin, flat rounds and fried on a hot griddle. This is the daily bread in a country on the same continent as the US. Can also be made from flour: **TORTILLA**

13. Flat, chewy rounds of bread served with curries or with peanut butter and honey, cheese and tomató, or just butter. They are from the country of the Taj Mahal: **CHAPÁTI**

14. Pocket breads from the Middle East that are round, flat, and hollow inside: **PITA**

15. Flaky, tender crescent-shaped rolls from the land of the Eliffel Tower: **CROISSANT**

16. Like biscuits, but cut into big, thick triangles and baked. Eaten with tea in Great Britain: **SCONES**

17. Flat bread made from mashed potatoes, flour, and liquid, and then fried on a griddle. The Scandinavians created it: **LEFSE**

18. Popular Italian pie that was first made as a way to use left over bread dough: **PIZZA**

19. Small, round breads fried in hot oil. Made by the thousands for powwows and special occasions: **FRY BREAD**

20. Chewy, baked roll with a hole, often eaten with cream cheese. Brought to America by Polish immigrants: **BAGEL** (Discussion note: the **BIALY**, a bagel with a depression instead of a hole usually filled with onion, originated in Bialistock, Russia. Legend has it that an uncooked bagel fell on the floor and the baker accidentally stepped on it with a high-heeled shoe. Rather than waste the dough, he stuffed the heel mark with onion and baked it anyway – and created a deli favorite.)
SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

PUBLICATIONS

Daily, weekly, and monthly journals, newspapers, and news magazines, e.g.:

Los Angeles Times    Time magazine
Daily News            Newsweek magazine
Christian Science Monitor New Republic
Wall Street Journal    Atlantic Monthly
Reader’s Digest (available in large print)
News for You. New Readers Press. (periodic publication)


MULTIMEDIA

Radio and television news programs on National Public Radio (NPR), Public Broadcasting System (PBS), and commercial broadcasting stations

Film or video documentaries

RESOURCE PERSON

Subject area supervisor

OTHER RESOURCES

Local libraries and bookmobiles

American Association of Retired Persons (AARP)

Local offices of state and local elected officials
INTERNET RESOURCE LIST

www.cspan.org
This site features local/state/international news and includes many links to other news/issues related sites. You may click on featured topics or search by topic, including a video library.

www.cnn.com
The homepage is a great start for general news and world events. Click on “Education”, then click on “SCNN Student News”: this includes news-based curriculum for classrooms. The student section includes partner resources, such as “Harcourt”, which has innumerable links.

www.education-world.com
This site is filled with lesson planning ideas, read-made lessons, and a Lesson of the Day. It also shows how assessment can be built into the lesson.

www.keypublications.com
This company has been around for over 30 years, and is known for providing lesson plans and ideas for teachers who teach social studies and current events. There is a “Focus on News” newsletter, world issues resources and links to UN Websites.

www.loc.gov/folklife/vets/
This site is a project of the American Folk-life Center of the Library of Congress. It includes the Veteran’s History Project, which allows for information gathering or participation.

www.scholastic.com
This site contains lesson plans for all grades that may be adapted for all levels of ability. You may click on topics such as “Civics & Government”, “World Cultures”, “Customs & Cultures” and “Wars & Conflicts”. You may also take “Internet Field Trips” to enrich the application of learning and provide extended practice.

www.teach-nology.com
This site includes lesson plans listed by subject, as well as tools to design your own worksheets, crosswords and assessment rubrics. Click on “Social Sciences”, then on “Today in History”; you will find hundreds of items listed, including famous birthdays. You may sign-up (free!) to receive teaching tips on-line; you may also sign-up and pay for membership to receive services additional to those available on the site. However, there are thousands of links, resources and tips available at no charge which can be accessed at the home page.

www.wikipedia.org
This is essentially a free encyclopedia. A “wiki” is a web-site (or other hypertext document collection) that allows any user to add content, as on an internet forum, but allows that content to be edited by others. “Wiki wiki” comes from the Hawaiian term for “quick” or “super-fast”. The site contains daily historical anniversaries and a feature article daily that may be used as the basis for a lesson plan. Click on “current events”, or “community portal”. At Community Portal, you will find a “Collaboration of the Week”; you can have your students provide input on the topic of the week, and then type in the information. Your students can arrive at consensus about what to contribute to the “wiki”.
INTERNET RESOURCE LIST (continued)

www.worldnews.com

This is the site of the World News Network, and its headlines, photos and world news are organized by content. Sports and Entertainment are categorized by type; also included are science, technology, and business. You may search within education by specific topic or issue. While there are not prepared lesson plans, the resources and information are vast and provide rich beginnings for lesson planning.
TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

A. Guided investigation into issues through reading, listening, and/or watching a variety of media news presentations, programs of topical interest, and documentaries

B. Teacher-directed discussion

C. Student-directed discussion

D. Guest speakers

E. Field trips

EVALUATION

A. Student participation

B. Self-evaluation

Statement of Civil Rights

Educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.