



Global Village School

Educating for a better world one person at a time.

School Year Plan

Name: Emilio _____ **Grade:** 10
Date: 8-3-09 **School Year:** 2009-10
Parents: _____
Phone Number: _____ **cell:** _____
Email address: _____
Consultant: _____ **Phone:** 805-646-9792

This custom curriculum plan interweaves full and partial Global Village courses with unique resources in order to create a personalized and engaging plan for this student.

This is a partial sample (a full customized plan is longer and more detailed) designed to give you a sense of what a customized curriculum plan will look like.

| | Disposition | Emphasis | Activities |
|----|--------------------|----------|--|
| 36 | Inventing | DISCOVER | Projects, portfolios, debate, brainstorm, computers, "labs" |
| 27 | Performing | MOVE | Skits, shows, demos, games, audiovisuals, sports, "real Life" |
| 14 | Thinking/Creating | CREATE | Art, music, philosophy, designing, dance, drama, writing |
| 9 | Relating/Inspiring | INTERACT | Group projects, people stories, family trees, discussion, teamwork |
| 6 | Producing | ORGANIZE | Schedules, outlines, workbooks, due dates, drills, portfolios |

| | Modality | | |
|--|--------------------|------|---|
| | Visual-Picture | SEE | Videos, computers, picture cues, diagrams, charts, time lines |
| | Auditory-Listening | HEAR | audiotapes, books on tape, lecture, CD Roms, music, songs |

Courses:

U.S. History

Resources:

- Global Village's *History of Civil Rights in the U.S* course,
- selected texts from U.S. History course: *The Americans* (for reference), *Addicted to War*;
- *Young People's History of the U.S.*, vol's 1 and 2 by Howard Zinn

Activities:

The two main parts of this course will be Emilio's research project with _____, a civil rights activist from the 60s. Emilio will also complete the *History of Civil Rights in the U.S* course, and read *Addicted to War* and the Zinn books. *The Americans* will be a reference, and will provide a more traditional perspective on U.S. history.

Methods of Documentation and Assessment:

- Emilio will compile his research into a format that is to be determined. Possible options include but are not limited to a video, photographs, report/essay, audio tapes, etc.
- Submission of *History of Civil Rights in the U.S* lessons
- History readings – method TBD – options include notes, essays, discussions, etc.

World Literature

Resources - Emilio plans to read the following books:

1. Poisonwood Bible
- 2.
3. Rumi Stories for Young Adults
- 4.
- 5.
6. Freedom at Midnight
- 7.
8. Bless Me, Ultima
9. Farewell to Manzanar
- 10.

Activities:

TBD. There are many possibilities. Emilio can choose from the activities in the *Lit. of Diversity* study guide or come up with his own activities and discuss them with his Global Village teacher.

Methods of Documentation and Assessment:

Submit activities/reports to Global Village teacher

Science Explorations

Topics/ Resources/ Activities:

While Emilio plans to study the following topics for approximately 3 weeks (or approximately 12-13 hours) each, it is fine to spend more time on some and less on others (or to change topics) as long as you communicate with your GVS teacher about it beforehand:

1. **Lasers**
2. _____
 - a. Book suggestion: _____
3. **Holistic health**
4. _____
5. _____
6. **Environmental science & alternative energy sources**
7. **Animal training**
 - a. Here's a college program that may be of interest: _____
8. **Organic gardening and hydroponics**
 - a. Book suggestion _____
 - b. Website suggestions: _____, _____, _____
9. **Astronomy**
 - a. **Suggested texts:** _____, _____, _____
10. _____
11. **Climate changes and solutions** (coupled with meteorology/weather/tornadoes, hurricanes, etc)
12. _____

Supplementary activities and field trips are also planned

Method of Assessment:

Keep a log of each week's studies. Document each topic in ways that make the most sense. (You can discuss this with your Global Village teacher as you go along.) For some topics it may be photographs of the creations/inventions; for others it may be copies of research, notes, papers, etc.

Note: In this case, the student already had many science topics and resources in mind, so we took their ideas and added to them to create a full science course of study for the year.

Geometry

Resource: Global Village's Geometry curriculum

Activities, Method of Assessment: Complete assignments as directed in study guide, review for accuracy, and then submit assignments and tests to Global Village teacher

Electives:

Prayers for Peace

Method of Documentation / Assessment: Elective Portfolio

Service Learning

Method of Documentation / Assessment: Elective Portfolio

Cooking

Method of Documentation / Assessment: Elective Portfolio

P.E.

Method of Documentation / Assessment: Elective Portfolio

Considerations:

People with a strong Inventing disposition often like to get very involved in projects; they can lose track of time. They may resist (and not do as well with) structures that do not allow them freedom to follow their own rhythms. Emilio may get particularly interested in one or more of the science topics, and want to spend more than the allotted time on them, or, he may think of (invent) something entirely new. That is fine. The main consideration is for him to be engaged in his learning; it is not necessary to pursue all of the individual topics that have been listed. The same goes for World Lit: if he does not enjoy one or more of the books on the list, it is fine to change to something more suitable for him.