

Course Title – Current affairs	
Implement start year – 2017-2018	
Revision Committee Members, email, extension – Jeff Masci, jmasci@lrhsd.org, 8651 – Dennis Sweeney, dsweeney@lrhsd.org, 8248	
Unit # 4, topic – Foreign Relations Issues	
Transfer Goal – Students will be able to independently use their learning to assess the role that US foreign relations play in impacting life in the United States. (Department Goals 2, 3, 4)	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2014 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2014/final.htm)</p> <p>6.1.12.A.15.a Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.</p> <p>6.1.12.A.15.b Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic and social problems.</p> <p>6.1.12.A.15.c Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.</p> <p>6.1.12.A.15.d Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.</p>	<p style="text-align: center;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p> <p><input type="checkbox"/>_x_ Global Awareness <input checked="" type="checkbox"/>_x_ Financial, Economic, Business and Entrepreneurial Literacy <input type="checkbox"/>_x_ Civic Literacy <input checked="" type="checkbox"/>_x_ Health Literacy <input type="checkbox"/>_x_ Environmental Literacy</p> <hr/> <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i> <input type="checkbox"/>_x_ Creativity and Innovation <input checked="" type="checkbox"/>_x_ Critical Thinking and Problem Solving <input type="checkbox"/>_x_ Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input type="checkbox"/>_x_ Information Literacy <input type="checkbox"/>_x_ Media Literacy <input type="checkbox"/>_x_ ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i></p>

<p>6.1.12.A.15.e Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.</p> <p>6.1.12.A.15.f Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations. B. Geography, People, and the Environment</p> <p>6.1.12.B.15.a Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises. C. Economics, Innovation, and Technology</p> <p>6.1.12.C.15.a Relate the role of America's dependence on foreign oil to its economy and foreign policy.</p> <p>6.1.12.C.15.b Assess economic priorities related to international and domestic needs, as reflected in the national budget. D. History, Culture, and Perspectives</p> <p>6.1.12.D.15.a Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.</p> <p>6.1.12.D.15.b Compare the perspectives of other nations and the United States regarding United States foreign policy.</p> <p>6.1.12.D.15.c Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions</p> <p>6.1.12.D.15.d Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.</p> <p>6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.</p> <p>6.1.12.A.16.b Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.</p>	<p><input checked="" type="checkbox"/> Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Social and Cross-Cultural Skills</p> <p><input checked="" type="checkbox"/> Productivity and Accountability</p> <p><input checked="" type="checkbox"/> Leadership and Responsibility</p>
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6.1.12.A.16.c Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries. B. Geography, People, and the Environment

6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.

Common Core Curriculum Standards for Literacy in History/Social Studies
(<http://www.corestandards.org/>)

RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

RH.11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Foreign conflicts including terrorism can impact many aspects of American society both negatively and positively. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • The US functions as part of a global economy which has wide ranging effects on American society. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Diplomacy is a critical and complex piece to managing our nation's foreign relations. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • There are many humanitarian concerns throughout the world that require extensive examination to determine the need the appropriate intervention. <p><i>EU 5</i></p> <ul style="list-style-type: none"> • The US has a responsibility as part of a global community to examine environmental issues. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How do we best manage current conflicts, potential conflicts, and the threat of terrorism? • Can foreign conflicts have a positive impact on American life? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How does the role the US plays in the global economy impact life in the US and the world? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How do various US diplomatic entities impact foreign relations? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • What factors determine the extent of US involvement in humanitarian concerns around the world? <p><i>EU 5</i></p> <ul style="list-style-type: none"> • What responsibility do Americans have regarding global environmental issues?

<p>Knowledge: Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • The current conflicts as well as potential conflicts that are impacting the US. • Positive and negative effects of conflicts on American society <p><i>EU 2</i></p> <ul style="list-style-type: none"> • The role the US plays in the global economy and how it impacts US citizens and society. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • The ways in which the US is involved in diplomatic relations with foreign countries. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • The current key humanitarian issues throughout the world. • The role the US plays in humanitarian issues. <p><i>EU5</i></p> <ul style="list-style-type: none"> • The current environmental issues in the world. • The role the US plays in helping or hindering environmental issues. 	<p>Skills: Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Analyze the causes behind current conflicts and the impact of those conflicts on America. <p><i>EU2</i></p> <ul style="list-style-type: none"> • Evaluate the impact that our role in the global economy has on life in the US. <p><i>EU3</i></p> <ul style="list-style-type: none"> • Explain and describe the various types of diplomatic relations and interventions in which the US is currently involved. <p><i>EU4</i></p> <ul style="list-style-type: none"> • Compare and contrast various humanitarian issues in the world today and evaluate the need for US action or types of involvement. <p><i>EU5</i></p> <ul style="list-style-type: none"> • Debate the various viewpoints on environmental issues impacting the US and world today.
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Stage 2 – Assessment Evidence

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- tests
- projects
- quizzes
- group work
- worksheets

- discussion/debate
- dialogues

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Lecture, class discussion, notes on current conflicts involving the US. (A)
- Lecture, notes, discussion on various ways the US is involved in the global economy. (A)
- Research and create a chart showing recent diplomatic interaction between the US and other nations. (A)
- Research and report on charities that contribute to various humanitarian issues. (A)
- Create a graphic organizer illustrating various causes and effects of environmental issues around the world. (A,M)
- Individual students will lead a class discussion about a controversial news story. (A,M)
- Students will develop guidelines our country should use when deciding whether to go to war. They can then compare their guidelines to Just War Theories and apply them to a current conflict. (T)
- Research and assess the use of drones in the war against terrorism. Take a position and defend it. (T)
- Students will rank actual news stories in order of importance and headline placement. (A,M)