

Course: United States Foreign Affairs
Unit #: Unit 1- Foreign Policy Toolbox

Year of Implementation: 2023-2024

Curriculum Team Members Joseph Fisicaro jfisicaro@lrhsd.org; Christine Lorenz clorenz@lrhsd.org

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - 6.1.12.HistorySE.12.a: Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
 - 6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
 - 6.1.12.HistoryCC.15.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
 - 6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
 - 6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
 - 6.1.12.HistorySE.15.b: 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.
 - 6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
 - 6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.

- 6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.
 - 6.2.12.HistoryCC.5.e: Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).
- **21st Century Life & Career Standards**
 - 9.1.12.EG.3: Explain how individuals and businesses influence government policies.
 - 9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
 - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
 - 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others
 - 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).
 - 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
- **English Companion Standards**
 - RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
 - RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
 - RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
 - RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

- RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
 - RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently
 - RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
 - RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
 - RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
 - RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
 - RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
 - RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
 - 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.
- ***Interdisciplinary Content Standards***
 - List any standards from other content areas that apply to this unit.
 - ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)
A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to identify the various foreign policy tools available to world leaders and the political, economic, geographic, and social factors that ultimately impact foreign policy decisions.

As aligned with LRHSD Long Term Learning Goal(s):

Long Term Learning Goals

- choose and analyze appropriate sources to gain content knowledge
- apply acquired content to connect past and present day events
- collaborate and interact with others in a diverse and ever-changing world
- independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics
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Enduring Understandings

Students will understand that . . .

EU 1

world leaders utilize a variety of foreign policy tools to conduct foreign policy.

EU 2

political, economic, geographic, and social factors shape a nation's foreign policy decisions and the tools they utilize.

Essential Questions

EU 1

- Are trade sanctions an effective foreign policy tool?
- Are bilateral or unilateral meetings among world leaders most effective?
- Should diplomacy always precede war?

EU 2

- How does geographic location impact a nation's foreign policy decisions?
- How has oil driven international foreign policy decisions?
- Can the media (tv, print and social) impact the tools that are utilized in foreign policy?

Knowledge

Students will know . . .

Skills

Students will be able to . . .

EU 1

EU 1

- the definition of foreign policy and the various foreign policy tools (diplomacy, sanctions, etc.) that world leaders utilize to make their decisions (6.1.12.HistorySE.15.c)
- the reasons for the structure of the domestic national security agency (Homeland Security, CIA, NSA, etc.). (6.1.12.HistoryCC.15.b)
- the reasons for and the structure of international organizations (NATO, United Nations, EU, etc.) (6.2.12.HistoryCC.5.e)

EU 2

- foreign policy decisions differ based upon the varying regions of the world. (6.1.12.HistorySE.15.c)
- social media movements, like the Arab Spring, can shape foreign policy. (6.1.12.EconGE.16.a)
- political leaders' social media can influence foreign policy. (6.1.12.EconGE.16.a)
- US dependency on natural resources shapes foreign policy decisions. (6.1.12.HistorySE.15.c)

- research useful and valid media resources. (6.2.12.CivicsHR.6.a)
- develop media literacy to be able to identify valid online sources. (6.2.12.HistoryCC.6.a)
- read and analyze primary source documents to determine different points of view. (6.2.12.EconGE.5.a)
- draw inferences from factual material. (6.3.12.HistoryCA.2)
- detect bias in data presented in various forms. (6.3.12.HistoryCA.2)
- compare and contrast the credibility of differing ideas, elements, or accounts. (6.2.12.HistoryCC.6.a)

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- detect bias in data presented in various forms. (6.3.12.HistoryCA.2)
- compare and contrast the credibility of differing ideas, elements, or accounts. (6.2.12.HistoryCC.6.a)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: 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. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- View and discuss teacher notes, prepared presentations, etc. on various tools of foreign policies, national, and international organizations such as the United Nations, etc. (A) (EU1 EU2)
- Create a google slideshow that compares and contrasts the major foreign policy decisions of US Presidents in the 21st century. (A, M) (EU1)
- Create one pagers or sketch notes explaining a particular current event related to foreign policy (A,M) (EU 2)
- Research the process of a foreign policy decision and write an opinionated news article, or blog, entitled "What is the process of making foreign policy?" (A, M) (EU1 EU2)
- Generate a written response to a documentary on a current foreign policy event. (A, M) (EU 2)
- Collaboratively analyze political cartoons dealing with modern foreign policy issues. (M) (EU2)
- Generate a list of 50 to 100 items that students regularly use, and identify where these items are manufactured. Use these lists as the basis of discussion on trade and the global economy. (M) (EU2)
- Locate current examples in various periodicals or on the Internet of foreign policy tools (sanctions, embargos) that are utilized to achieve our goals in regards to our foreign policy decisions & the various points of view on each tool. (M) (EU1)
- Conduct a class simulation, with students role-playing various roles (President, Secretary of Defense, Secretary of State, CIA) to formulate American responses to various foreign policy crises situations around the globe. (M,T) (EU1 EU2)
- Construct a hexagonal chart making associations between the US and other nations regarding their perspective on the use of natural resources. (A,M,T) (EU 2)

- Create a fictional country with a crisis involving the United States and propose a group foreign policy response utilizing the foreign policy tools at the disposal of world leaders. (T) (EU1 EU2)
- Discuss/lecture about the evolution and impact of social media on foreign policy. (M,T) (EU1)
- Construct a class debate on the topic of the U.S involvement in other foreign nation affairs. (M, T) (EU1 EU2)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Foreign Policy Toolbox	45
2	US Foreign Policy & Contemporary Conflicts	45

Instructional Materials

- Choices Program: [Teaching with the News](#)
- [Council on Foreign Relations](#)
- [Frontline: Documentaries](#)
- [All Sides](#): Balanced news from the Left, Right and Center
- [PBS NewsHour Classroom](#)

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.