

U.S. Foreign Policy

Grades 9-12

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Superintendent of Schools:

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Approved by the Midland Park Board of Education on

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Born on Date August 22, 2022

U.S. Foreign Policy

Course Description:

U. S. Foreign Policy is a course designed to provide ninth through twelfth grade students with a basic understanding of foreign policy concepts and issues. Through an analytical, problem-solving approach students will learn the forces involved in the formation of U.S. foreign policy. Using decision making skills student will formulate foreign policy goals, alternative options and predict possible consequences of these actions. Students will acquire the knowledge, 21st century skills, and perspectives that will allow them to become active citizens of a diverse world who can make informed decisions about national and global issues impacting the relations of the U.S. with other countries around the world.

Course Sequence:

Teacher will *select topics* from the various units below.

Unit 1: What is foreign policy?

Unit 2: The Middle East

Unit 3: Diplomacy

Unit 4: Pax Americana

Unit 5: U.S. Foreign Policy and Russia

Unit 6: U.S. Foreign Policy and China

Unit 7: U.S. Foreign Policy and North Korea

Prerequisite: None

Unit # - Overview

Content Area: U.S. Foreign Policy

Unit Title: Introduction to Foreign Policy

Grade Level: 9-12

Core Ideas:

This unit looks at how U.S. foreign policy is formulated and implemented by the various branches of the government; it examines the role of the U.S. Department of State in crafting and carrying out foreign policy objectives as determined by the President of the United States, and it looks at the steps Congress and the courts can take to intervene in foreign policy decisions

Unit # - Standards

Standards (Content and Technology):

CPI#:

Statement:

Performance Expectations (NJSL)

6.1.12.History
CC.15.c:

Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations

6.2.12.History
CC.5.b

Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict

6.2.12.History
CC.5.d

Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide

6.2.12.Civics
SH R.6.a

Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences

6.2.12.Economics
GE .6.a:

Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy

Career Readiness, Life Literacies, and Key Skills

9.1.12.CFR.3

Research companies with corporate governance policies supporting the common good and human rights

9.1.12.EG.3

Explain how individuals and businesses influence government policies.

9.2.12.CAP.13

Analyze how the economic, social, and political conditions of a time period can affect the labor market

9.4.12.DC.2:

Compare and contrast international differences in copyright laws and ethics

Computer Science and Design Thinking

8.2.12.ITH.3

Analyze the impact that globalization, social media, and access to open source technologies has had

	on innovation and on a society's economy, politics, and culture.
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)	
LGBTQ+ Mandate	Compare and contrast the experience of LGBTQ+ individuals in the U.S. to other countries
LGBTQ+ Mandate	Investigate relevant labor laws and determine what states have protective, anti-discrimination workplace laws for individuals in the LGBTQ+ and which states do not.
Holocaust/ Amistad Mandate	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights through the law and legislation, and describe the subsequent impact of these organizations and laws.
AAPI/ LGBTQ+ /Handicap Mandate	Evaluate the extent to which Asian Americans, Pacific Islanders, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society through the law code and legislation.
SEL	<ul style="list-style-type: none"> ● Recognize the impact of one's feelings and thoughts on one's own behavior ● Recognize the skills needed to establish and achieve personal and educational goals ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Develop, implement, and model effective problem-solving and critical thinking skills ● Utilize positive communication and social skills to interact effectively with others
Interdisciplinary Connection	

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WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
WHST.11-12.6.	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information
Companion Standards ELA/L	
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
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
RH.9-10.1.	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information

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
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
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● What is the process by which foreign policy goals are set and carried out by the U.S. government? ● How does the government allocate scarce resources to achieve its foreign policy goals? ● How does U.S. foreign policy reflect not just international goals, but domestic ones as well? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Foreign policy evolves over time and reflects changes in the economic, social, political, military and humanitarian goals of the prevailing administration. ● Foreign policy decisions have long lasting implications for global security, stability and economic conditions.
Evidence of Learning	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Do Now ● Questions ● Exit Slips ● Class discussion ● Group Work ● Discussion Worksheets ● Photo Analysis ● Analyzing research ● Short Essays ● Note Composition ● Illustrations <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● End of chapter quizzes and unit tests ● In Depth Project <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Oral Testing ● Portfolio ● Notebook Check ● Oral Presentations 	
<p>Resources/Materials:</p> <ul style="list-style-type: none"> ● <u>Great Decisions 2018</u>, New York, Foreign Policy Association, 1984 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Foreign Policy ● Domestic Policy

- https://www.fpa.org/features/index.cfm?act=feature&announcement_id=45&show_sidebar=0

(Foreign Policy Association)

- <https://www.cfr.org/background/US-foreign-policy-powers-congress-and-president> (Council on Foreign Relations)

- <https://history.state.gov/departmenthistory/short-history/development> (U.S. Department of State)
- <http://www.un.org/en/index.html> (United Nations)

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
What is foreign policy?	Students will examine the purpose of foreign policy, why it is important, and discuss how it intersects with the functioning of the government.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
The role of the President	Students will analyze significant foreign policy speeches and developments in light of stated Presidential foreign policy goals.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
The role of Congress and the Courts	Students will evaluate the effectiveness of the courts and Congress in influencing foreign policy.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
International Organizations and collective security	Students will discuss the origins of and role of international organizations in influencing U.S. foreign policy.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
Weapons of Mass Destruction	Students will categorize the threats facing the U.S. from foreign governments.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
Contemporary Foreign Policy Goals	Interpret how government actions are reflected in current U.S. military, economic and humanitarian actions.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2

Competing National Interests	Students will identify the domestic policy interests implicated by economic, political and social aspects of foreign policy.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
Allies Throughout the World	Students will assess the successfulness of selected U.S. alliances since the end of the Cold War.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2

Teacher Notes:

The text of State of the Union addresses may be found at <http://www.presidency.ucsb.edu/sou.php> and analyzed in class to examine how U.S. foreign policy goals have changed over time and to compare and contrast the approach taken by various administrations.

Additional Resources:

Differentiation/Modification Strategies

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Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed
Allow errors	Allow errors	Allow errors	Allow errors	Allow errors
Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions
Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications

Unit # - Overview

Content Area: U.S. Foreign Policy

Unit Title: The Middle East

Grade Level: 9-12

Core Ideas:

This unit looks at the development of U.S. foreign policy towards the Middle East beginning with the establishment of the nation of Israel, the relationship between Arab countries and the U.S, the politics of oil, the Iranian hostage crisis, the wars in Iraq, the emergence of the Taliban and ISIS, the implications of the Cold War in the Middle East, the role of religion in the area of the world, and nuclear proliferation.

Unit # - Standards**Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLs)**6.1.12.History
CC.15.c:

Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations

6.2.12.History
CC.5.b

Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict

6.2.12.History
CC.5.d

Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide

6.2.12.Civics
SH R.6.a

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6.2.12.Economics
GE .6.a:

Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy

Career Readiness, Life Literacies, and Key Skills

9.1.12.CFR.3

Research companies with corporate governance policies supporting the common good and human rights

9.1.12.EG.3

Explain how individuals and businesses influence government policies.

9.2.12.CAP.13

Analyze how the economic, social, and political conditions of a time period can affect the labor market

9.4.12.DC.2:

Compare and contrast international differences in copyright laws and ethics

Computer Science and Design Thinking

Midland Park Public Schools

8.2.12.ITH.3

Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.EC.3

Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)

LGBTQ+

Compare and contrast the experience of LGBTQ+ individuals in the U.S. to other countries

Mandate	
LGBTQ+ Mandate	Investigate relevant labor laws and determine what states have protective, anti-discrimination workplace laws for individuals in the LGBTQ+ and which states do not.
Holocaust/ Amistad Mandate	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights through the law and legislation, and describe the subsequent impact of these organizations and laws.
AAPI/ LGBTQ+ /Handicap Mandate	Evaluate the extent to which Asian Americans, Pacific Islanders, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society through the law code and legislation.
SEL	<ul style="list-style-type: none"> ● Recognize the impact of one’s feelings and thoughts on one’s own behavior ● Recognize the skills needed to establish and achieve personal and educational goals ● Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Develop, implement, and model effective problem-solving and critical thinking skills ● Utilize positive communication and social skills to interact effectively with others
Interdisciplinary Connection	
WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
WHST.11-12.6.	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information
Companion Standards ELA/L	
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
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
RH.9-10.1.	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
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
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

Unit Essential Question(s):

- What is the political significance of the Middle East? ● What was the Iranian Hostage Crisis?
- What were the causes of the Iraq War?
- What were the Camp David Accords?
- How has the U.S. Military expanded in the Middle East?

Unit Enduring Understandings:

- Demonstrate an understanding of the role that religion plays in the social and political institutions in the Middle East.
- Explain the causes of the U.S. military intervention in Iraq, debate the consequences
- Identify challenges facing the U.S. as it formulate foreign policy for the Middle East

Evidence of Learning

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Formative Assessments:

- Do Now
- Questions
- Exit Slips
- Class discussion
- Group Work
- Discussion Worksheets
- Photo Analysis
- Analyzing research
- Short Essays
- Note Composition
- Illustrations

Summative/Benchmark Assessment(s):

- End of chapter quizzes and unit tests
- In Depth Project

Alternative Assessments:

- Oral Testing
- Portfolio
- Notebook Check
- Oral Presentations

Resources/Materials:

- Choices Program: The Middle East, Brown University, 2017
- Great Decisions 2018, New York, Foreign Policy Association, 1984
- <https://www.jimmycarterlibrary.gov/>
- <https://www.trumanlibrary.org/>
- <http://www.presidency.ucsb.edu/sou.php> (state of the Union Addresses)
- <http://www.un.org/en/index.html> (United Nations)
- www.nytimes.com

Key Vocabulary:

- Camp David
- Six Day War
- Nuclear Proliferation
- Weapons of Mass Destruction

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
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Historical and Religious significance of the Middle East	Students will analyze maps and primary source document to create a timeline demonstrating significant events in the Middle East prior to World War II.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
The Creation of Israel	Students will understand the impact of the Holocaust on international affairs and evaluate and analyze the arguments for and against supporting the creation of the nation of Israel through primary source documents	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
The Six Day War	Students will analyze the causes of the Six Day War and evaluate its impact of the geography and political of the Middle East.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1

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The U.S. and Israel	Students will discuss the historical support of Israel by the United States	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
The Cold War and the Middle East	Students will relate the presence of Cold War tensions to developments in the Middle East	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
Saudi Arabia	Students will critique the relationship between the U.S. and Saudi Arabia and examine how it has changed over time	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
Oil and U.S. Foreign Policy	Students will explain the cause and impact of the OPEC oil embargo	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
Religion in the Middle East	Students will demonstrate an understanding of the role that religion plays in the social and political institutions in the Middle East.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1

The Iranian Hostage Crisis	Students will analyze the causes and impact of the Iranian Hostage Crisis	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	4
Camp David Accords	Students will explain the background that led to the Camp David Accords and evaluate the success of the Accords	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
Iraq Wars	Students will explain the causes of the U.S. military intervention in Iraq, debate the consequences	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
The Taliban and ISIS	Students will trace the development of the Taliban and ISIS and describe their goals	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
Nuclear Proliferation and Weapons of Mass Destruction	Students will analyze the impact of nuclear proliferation and weapons of mass destruction on U.S. foreign policy	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
Civil War in Syria	Students will compare and contrast the role of the U.S. in the civil war in Syria with its previous actions in the Middle East	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
Current Foreign Policy Challenges in the Middle East	Students will identify challenges facing the U.S. as it formulate foreign policy for the Middle East	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1

Teacher Notes:

The documentary film *444 Days* about the Iranian Hostage Crisis is available on Vimeo

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Additional Resources:

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Unit # - Overview	
Content Area: U.S. Foreign Policy	
Unit Title: Diplomacy	
Grade Level: 9-12	
Core Ideas:	
This unit looks at how cultural diplomacy can be an effective tool for advancing U.S. interests. The drawbacks and possible pitfalls of such actions will also be discussed. Areas to be examined include art, culture and sports.	
Unit # - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLs)	
6.1.12.History CC.15.c:	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations
6.2.12.History CC.5.b	Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict
6.2.12.History CC.5.d	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide
6.2.12.Civics SH R.6.a	Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences
6.2.12.Economics	Evaluate efforts of governmental, non-governmental, and international organizations to

GE .6.a:	address economic imbalances, social inequalities, climate change, health and/or illiteracy
Career Readiness, Life Literacies, and Key Skills	
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights
9.1.12.EG.3	Explain how individuals and businesses influence government policies.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market
9.4.12.DC.2:	Compare and contrast international differences in copyright laws and ethics

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Computer Science and Design Thinking	
8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)	
LGBTQ+ Mandate	Compare and contrast the experience of LGBTQ+ individuals in the U.S. to other countries
LGBTQ+ Mandate	Investigate relevant labor laws and determine what states have protective, anti-discrimination workplace laws for individuals in the LGBTQ+ and which states do not.
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AAPI/ LGBTQ+ /Handicap Mandate	Evaluate the extent to which Asian Americans, Pacific Islanders, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society through the law code and legislation.
SEL	<ul style="list-style-type: none"> ● Recognize the impact of one's feelings and thoughts on one's own behavior ● Recognize the skills needed to establish and achieve personal and educational goals ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Develop, implement, and model effective problem-solving and critical thinking skills ● Utilize positive communication and social skills to interact effectively with others
Interdisciplinary Connection	
WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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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
Unit Essential Question(s): <ul style="list-style-type: none"> ● What is diplomacy? ● What are cross-cultural exchanges? ● What is the role of a diplomat? 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● Students will understand the role of diplomacy and diplomats <ul style="list-style-type: none"> ● Evaluate how important cross-cultural events have impacted U.S. foreign policy ● Analyze how sporting events can both unite the world in the spirit of competition and/or expose ideological and political divisions.
Evidence of Learning	

Formative Assessments:

- Do Now
- Questions
- Exit Slips
- Class discussion
- Group Work
- Discussion Worksheets
- Photo Analysis
- Analyzing research
- Short Essays
- Note Composition
- Illustrations

Summative/Benchmark Assessment(s):

- End of chapter quizzes and unit tests
- In Depth Project

Alternative Assessments:

- Oral Testing
- Portfolio
- Notebook Check
- Oral Presentations

Resources/Materials:

- <https://history.state.gov/education/modules/history-diplomacy-intro>
- <https://eca.state.gov/programs/initiatives/initiatives/sports-diplomacy>
- www.nytimes.com
- www.washingtonpost.com
- www.time.com
- www.cnn.com
- <http://americanhistory.si.edu/exhibitions/first-ladies>

Key Vocabulary:

- Diplomat
- Diplomacy
- Cross-Cultural Exchange

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
What is diplomacy?	Students will define and provide examples of diplomatic actions in various forms.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
The role of diplomats	Students will evaluate the effectiveness of individual diplomatic activity on achieving U.S. foreign policy goals.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1

Unique approaches to diplomacy	Students will examine how China has used Panda exchanges to enhance its relationship with the U.S. and other countries and determine if the U.S. has taken analogous action.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
What are cross cultural exchanges?	Students will evaluate how important cross-cultural events have impacted U.S. foreign policy	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1

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The effectiveness of cultural exchanges	Students will provide support for or against that proposition that U.S. political and economic interests can be furthered by cultural exchanges and diplomacy.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
Diplomatic “Gamesmanship”	Students will analyze how sporting events can both unite the world in the spirit of competition and/or expose ideological and political divisions.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	5
Fashion frivolity or shrewd diplomacy	Students will examine the role fashion plays on the world political stage.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1

Teacher Notes:

In Olympic years current events may be worked in the project based learning assignment of lesson number 6, in addition to historical events such as the Munich Olympics, the Miracle on Ice, and the Berlin Olympics.

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
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Unit # - Overview	
Content Area: U.S. Foreign Policy	
Unit Title: Pax Americana	
Grade Level: 9-12	
Core Ideas:	
This unit looks at the role of the United States as a world superpower and examines whether that role is still appropriate and/or beneficial for the United States to play. It also examines the consequences of the U.S. abdicating that role.	
Unit # - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLs)	

Midland Park Public Schools

6.1.12.History CC.15.c:	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations
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6.2.12.Economics	Evaluate efforts of governmental, non-governmental, and international organizations to

GE .6.a:	address economic imbalances, social inequalities, climate change, health and/or illiteracy
Career Readiness, Life Literacies, and Key Skills	
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights
9.1.12.EG.3	Explain how individuals and businesses influence government policies.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market
9.4.12.DC.2:	Compare and contrast international differences in copyright laws and ethics
Computer Science and Design Thinking	
8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)	
LGBTQ+ Mandate	Compare and contrast the experience of LGBTQ+ individuals in the U.S. to other countries
LGBTQ+ Mandate	Investigate relevant labor laws and determine what states have protective, anti-discrimination workplace laws for individuals in the LGBTQ+ and which states do not.
Holocaust/Amistad Mandate	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights through the law and legislation, and describe the subsequent impact of these organizations and laws.
AAPI/LGBTQ+/Handicap Mandate	Evaluate the extent to which Asian Americans, Pacific Islanders, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society through the law code and legislation.
SEL	<ul style="list-style-type: none"> ● Recognize the impact of one's feelings and thoughts on one's own behavior ● Recognize the skills needed to establish and achieve personal and educational goals ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Develop, implement, and model effective problem-solving and critical thinking skills ● Utilize positive communication and social skills to interact effectively with others
Interdisciplinary Connection	
WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
WHST.11-12.6.	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information

Companion Standards ELA/L	
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
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
RH.9-10.1.	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
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

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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
Unit Essential Question(s): <ul style="list-style-type: none"> ● What is a Pax? ● What is a superpower? ● How do you define a superpower? ● How effective is U.S. foreign policy? 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● Compare the current “Pax Americana” or era of U.S. global dominance, to previous Paxes throughout history. ● Evaluate the effectiveness of the current U.S. actions in increasing or decreasing the leadership role of the United States in the world. ● Analyze historical eras in which there was a secure and stable political and economic order backed by a prevailing military power.

Evidence of Learning

Formative Assessments:

- Do Now
- Questions
- Exit Slips
- Class discussion
- Group Work
- Discussion Worksheets
- Photo Analysis
- Analyzing research
- Short Essays
- Note Composition
- Illustrations

Summative/Benchmark Assessment(s):

- End of chapter quizzes and unit tests
- In Depth Project - Debate

Alternative Assessments:

- Oral Testing
- Portfolio
- Notebook Check
- Oral Presentations

Resources/Materials:

- Great Decisions 2018- U.S. Foreign Policy Association
- www.nytimes.com
- www.washingtonpost.com
- www.time.com
- www.cnn.com

Key Vocabulary:

- Pax
- Superpower
- Security Alliances

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
What is a pax?	Define a liberal democracy, a “pax” and sovereignty as they relate to a current world map	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
Should the U.S. be a superpower?	Identify military and economic costs and benefits of U.S. superpower status.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2

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Should the U.S. be a superpower?	Construction an argument for or against the reduction of U.S. global leadership in favor of more nationalist or isolationist politics.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion	1
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		Questions	
When else have there been “superpowers?” Have they been successful?	Identify and analyze historical eras in which there was a secure and stable political and economic order backed by a prevailing military power.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
Comparing and contrasting Pax Americana to other historical eras	Compare the current “Pax Americana” or era of U.S. global dominance, to previous Paxes throughout history.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
How do non state actors impact the role of the U.S. in the world?	Examine of impact of non-state actors (such as ISIS) on the effectiveness of U.S. foreign policy	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
Evaluate current U.S. foreign policy actions- are they consistent with the role of a superpower?	Use current news events to evaluate the effectiveness of the current U.S. actions in increasing or decreasing the leadership role of the United States in the world.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
Debate the role the U.S. should play in an international crisis	Prepare for and conduct a debate the response of the U.S. to a hypothetical world crisis involving international security alliances	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2

Teacher Notes:

Students should be encouraged to read a news source each day for examples of the United States taking actions that reflect either an attempt to increase or decrease its role in world affairs and share their findings with the class. The Wall Street Journal has excellent video news clips that can enhance classroom discussions and be used as “bell ringers.”

Additional Resources:

Differentiation/Modification Strategies				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed

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Allow errors	Allow errors	Allow errors	Allow errors	Allow errors
Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions
Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications

Unit # - Overview	
Content Area: U.S. Foreign Policy	
Unit Title: U.S. Foreign Policy and Russia	
Grade Level: 9-12	
Core Ideas:	
This unit looks at the relationship between the United States and Russia as it has evolved since the “end” of the Cold War. It examines the political, military, economics and social forces that shape this evolving relationship.	
Unit # - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSL)	
6.1.12.History CC.15.c:	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations
6.2.12.History CC.5.b	Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict
6.2.12.History CC.5.d	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide

6.2.12.Civic sH R.6.a	Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences
6.2.12.Econ GE .6.a:	Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy
Career Readiness, Life Literacies, and Key Skills	
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights
9.1.12.EG.3	Explain how individuals and businesses influence government policies.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market
9.4.12.DC.2:	Compare and contrast international differences in copyright laws and ethics
Computer Science and Design Thinking	
8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)	
LGBTQ+ Mandate	Compare and contrast the experience of LGBTQ+ individuals in the U.S. to other countries
LGBTQ+ Mandate	Investigate relevant labor laws and determine what states have protective, anti-discrimination workplace laws for individuals in the LGBTQ+ and which states do not.

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Holocaust/ Amistad Mandate	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights through the law and legislation, and describe the subsequent impact of these organizations and laws.
AAPI/ LGBTQ+ /Handicap Mandate	Evaluate the extent to which Asian Americans, Pacific Islanders, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society through the law code and legislation.
SEL	<ul style="list-style-type: none"> ● Recognize the impact of one's feelings and thoughts on one's own behavior ● Recognize the skills needed to establish and achieve personal and educational goals ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Develop, implement, and model effective problem-solving and critical thinking skills ● Utilize positive communication and social skills to interact effectively with others
Interdisciplinary Connection	

WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
WHST.11-12.6.	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information
Companion Standards ELA/L	
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
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
RH.9-10.1.	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
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
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
Unit Essential Question(s): <ul style="list-style-type: none"> ● What is Russia? ● What caused the fall of the Soviet Union? ● How has the U.S. responded to Russia? 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● Evaluate the impact on U.S. foreign policy of Russian action in the Ukraine ● Evaluate the impact on U.S. foreign policy of Russian action in Syria ● Identify the challenges faced by the former Soviet republics.
Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> ● Do Now ● Questions ● Exit Slips ● Class discussion ● Group Work ● Discussion Worksheets ● Photo Analysis ● Analyzing research ● Short Essays ● Note Composition ● Illustrations 	

Summative/Benchmark Assessment(s):

- End of chapter quizzes and unit tests
- In Depth Project - News Analysis Essay

Alternative Assessments:

- Oral Testing
- Portfolio
- Notebook Check
- Oral Presentations

Resources/Materials:

Great Decisions 2018- U.S. Foreign Policy Association

Key Vocabulary:

- Cold War

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
What is Russia?	Complete, compare and contrast a map of the Soviet Union and present day Russia.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
The Fall of the Soviet Union	Create a timeline of the fall of the Soviet Union and the U.S. response to it.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
Challenges faced by Russia	Identify the challenges faced by the former Soviet republics.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
Russia and the Ukraine	Evaluate the impact on U.S. foreign policy of Russian action in the Ukraine	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
Russia and Syria	Evaluate the impact on U.S. foreign policy of Russian action in Syria	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
Russian Current Events	Using a Russian news website, analyze how U.S. actions are perceived and presented to the people of Russia and discuss implications for foreign policy.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1

Teacher Notes:

For comparison purposes, the teacher might have the students look at the website of the official Russian news agency (Tass) and read and discuss articles from it that analyze U.S. actions.

Additional Resources:**Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed
Allow errors	Allow errors	Allow errors	Allow errors	Allow errors

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Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions
Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications

Unit # - Overview

Content Area: U.S. Foreign Policy

Unit Title: U.S. Foreign Policy and China

Grade Level: 9-12

Core Ideas:

This unit looks at the relationship between the United States and China as it has evolved since World War II. It examines the political, military, economics and social forces that shape this evolving relationship. Particular focus is placed on China's actions to cement its role as a world superpower and the implications of this for the United States.

Unit # - Standards

Standards (Content and Technology):

CPI#:

Statement:

Performance Expectations (NJSLs)

6.1.12.Hist

Evaluate the effectiveness of United States policies and actions in supporting the economic

ory CC.15.c:	and democratic growth of developing nations
6.2.12.Hist ory CC.5.b	Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict
6.2.12.Hist ory CC.5.d	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide
6.2.12.Civic SH R.6.a	Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences
6.2.12.Econ GE .6.a:	Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy

Career Readiness, Life Literacies, and Key Skills

9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights
9.1.12.EG.3	Explain how individuals and businesses influence government policies.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market
9.4.12.DC.2:	Compare and contrast international differences in copyright laws and ethics

Computer Science and Design Thinking

8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)

LGBTQ+ Mandate	Compare and contrast the experience of LGBTQ+ individuals in the U.S. to other countries
LGBTQ+ Mandate	Investigate relevant labor laws and determine what states have protective, anti-discrimination workplace laws for individuals in the LGBTQ+ and which states do not.

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Holocaust/ Amistad Mandate	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights through the law and legislation, and describe the subsequent impact of these organizations and laws.
AAPI/ LGBTQ+ /Handicap Mandate	Evaluate the extent to which Asian Americans, Pacific Islanders, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society through the law code and legislation.

SEL	<ul style="list-style-type: none"> ● Recognize the impact of one’s feelings and thoughts on one’s own behavior ● Recognize the skills needed to establish and achieve personal and educational goals ● Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Develop, implement, and model effective problem-solving and critical thinking skills ● Utilize positive communication and social skills to interact effectively with others
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Interdisciplinary Connection

WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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WHST.11-12.6.	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information
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Companion Standards ELA/L

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
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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
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RH.9-10.1.	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
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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
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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.
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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
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<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● What was the impact of Nixon’s visit to China? ● What is the economic relationship between the U.S and China? ● What is the political relationship between the U.S. and China? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Analyze developments in U.S. and Chinese relations starting in the 1970’s. ● Interpret economic information regarding trade between the U.S. and China.
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Evidence of Learning

Formative Assessments:

- Do Now
- Questions
- Exit Slips
- Class discussion
- Group Work
- Discussion Worksheets
- Photo Analysis
- Analyzing research
- Short Essays
- Note Composition
- Illustrations

Summative/Benchmark Assessment(s):

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- End of chapter quizzes and unit tests
- In Depth Project - Group Presentation/Socratic Seminar

Alternative Assessments:

- Oral Testing
- Portfolio
- Notebook Check
- Oral Presentations

Resources/Materials:

- Great Decisions 2018- U.S. Foreign Policy Association
- U.S.-China Economic Security Review Commission, <https://www.uscc.gov/>

Key Vocabulary:

- Freedom of Navigation

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Nixon visits China	Analyze primary source documents regarding developments in U.S. and Chinese relations starting in the 1970's.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
Friction between the U.S. and China	Create group presentations and student lesson materials for current topics in U.S. and China relations, including freedom of navigation in the South China Sea, infrastructure and investment in Africa and Asia, the U.S. and China trade imbalance.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	5

U.S. and Chinese Trade by the Numbers	Graph and interpret economic information regarding trade between the U.S. and China.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
Trade Policy Negotiations and Speeches	Discuss primary source documents regarding U.S. trade policy with China.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
Socratic Seminar	Participate in a Socratic seminar on possible U.S. trade policies with China.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
Human Rights	Discuss the possible role of human rights in U.S. foreign policy towards China	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1

Teacher Notes:

Current news articles should be used to update this unit.

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
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Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed
Allow errors	Allow errors	Allow errors	Allow errors	Allow errors
Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions
Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications

Unit # - Overview**Content Area: U.S. Foreign Policy****Unit Title: U.S. Foreign Policy and North Korea****Grade Level: 9-12****Core Ideas:**

This unit examines the fractured relationship between the United States and North Korea, with a particular focus on the implications of North Korea's continued development of a nuclear weapons program.

Unit # - Standards**Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLs)**6.1.12.History
CC.15.c:

Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations

6.2.12.History
CC.5.b

Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict

6.2.12.History
CC.5.d

Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide

6.2.12.Civics
SH R.6.a

Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences

6.2.12.Economics
GE .6.a:

Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy

Career Readiness, Life Literacies, and Key Skills

9.1.12.CFR.3

Research companies with corporate governance policies supporting the common good and human rights

9.1.12.EG.3

Explain how individuals and businesses influence government policies.

9.2.12.CAP.13

Analyze how the economic, social, and political conditions of a time period can affect the labor market

9.4.12.DC.2:

Compare and contrast international differences in copyright laws and ethics

Computer Science and Design Thinking

8.2.12.ITH.3

Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.EC.3

Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)

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LGBTQ+ Mandate	Compare and contrast the experience of LGBTQ+ individuals in the U.S. to other countries
LGBTQ+ Mandate	Investigate relevant labor laws and determine what states have protective, anti-discrimination workplace laws for individuals in the LGBTQ+ and which states do not.
Holocaust/ Amistad Mandate	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights through the law and legislation, and describe the subsequent impact of these organizations and laws.
AAPI/ LGBTQ+ /Handicap Mandate	Evaluate the extent to which Asian Americans, Pacific Islanders, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society through the law code and legislation.
SEL	<ul style="list-style-type: none"> ● Recognize the impact of one’s feelings and thoughts on one’s own behavior ● Recognize the skills needed to establish and achieve personal and educational goals ● Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Develop, implement, and model effective problem-solving and critical thinking skills ● Utilize positive communication and social skills to interact effectively with others
Interdisciplinary Connection	
WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
WHST.11-12.6.	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information
Companion Standards ELA/L	
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
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
RH.9-10.1.	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
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
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.

NJLSA.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
Unit Essential Question(s): <ul style="list-style-type: none"> ● What do we know about North Korea? ● How should the U.S respond to North Korea? ● What are North Korea’s military capabilities? 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● The political and social history of modern day North Korea ● Steps North Korea has taken to build its nuclear arsenal ● Evaluate the effectiveness of U.S. responses to North Korean nuclear actions and threats.
Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> ● Do Now ● Questions ● Exit Slips ● Class discussion ● Group Work ● Discussion Worksheets ● Photo Analysis ● Analyzing research 	

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<ul style="list-style-type: none"> ● Short Essays ● Note Composition ● Illustrations Summative/Benchmark Assessment(s): <ul style="list-style-type: none"> ● End of chapter quizzes and unit tests ● In Depth Project - Essay Alternative Assessments: <ul style="list-style-type: none"> ● Oral Testing ● Portfolio ● Notebook Check ● Oral Presentations 	
Resources/Materials: Great Decisions 2018- U.S. Foreign Policy Association	Key Vocabulary: <ul style="list-style-type: none"> ● Nuclear Arsenal ● Korean War

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
What do we know about North Korea?	Explore the political and social history of modern day North Korea	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2

North Korea's nuclear program	Analyze the steps North Korea has taken to build its nuclear arsenal	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
The U.S. response to North Korea	In small groups, evaluate the effectiveness of U.S. responses to North Korean nuclear actions and threats.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
Possible U.S. responses to North Korea	In small groups, strategize how the U.S. should respond to North Korea.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1

Teacher Notes:

Current news articles should be used to update this unit.

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed
Allow errors	Allow errors	Allow errors	Allow errors	Allow errors
Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions

Midland Park Public Schools

Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications
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