



**MIDLAND PARK PUBLIC SCHOOLS**  
*Midland Park, New Jersey*  
**CURRICULUM**

# **U.S. Foreign Policy**

**Prepared by:**  
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***Superintendent of Schools:***  
**Marie C. Cirasella, Ed.D.**

CCCS born on 9/2013  
Addenda adopted 8/2015  
NJSLS born on 5/2017  
Revised on 10/2018

U.S. Foreign Policy 9-12

**I Course Prerequisites**

None

**II 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.

**III Course Sequence**

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

<b>Content Area:</b> U.S. Foreign Policy	
<b>Unit Title:</b> Introduction to Foreign Policy	
<b>Grade Level:</b> 9-12	
<p><b>Unit Summary:</b>                  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.</p>	
<p><b>Interdisciplinary Connections:</b> Content links will be made to U.S. History I and II, Economics, and English.</p>	
<p><b>21<sup>st</sup> Century Themes and Skills:</b> Critical Thinking and Problem Solving, Creativity and Innovation, Collaboration, Teamwork and Leadership, Cross-Cultural Understanding and Interpersonal Communications, and Ethics</p>	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
NJSLS 6.1.12.D.14.a	Determine the relationship between United States domestic and foreign policies.
NJSLS 6.1.12.A.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
NJSLS 6.2.12.B.5.e	Assess the role of boundary disputes and limited natural resources as sources of conflict.
NJSLS 6.2.12.D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
NJSLS 6.3.12.D.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
NJSLS 6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What is the process by which foreign policy goals are set and carried out by the U.S. government?</li> <li>• How does the government allocate scarce resources to achieve its foreign policy goals?</li> <li>• How does U.S. foreign policy reflect not just international goals, but domestic ones as well?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Foreign policy evolves over time and reflects changes in the economic, social, political, military and humanitarian goals of the prevailing administration.</li> <li>• Foreign policy decisions have long lasting implications for global security, stability and economic conditions.</li> </ul>
<p><b>Unit Learning Targets/Objectives:</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Understand the role played by the various branches of government in creating and implementing foreign policy.</li> <li>• Analyze significant foreign policy speeches and developments in light of stated Presidential foreign policy goals.</li> <li>• Discuss the origins of and role of international organizations in influencing U.S. foreign policy.</li> <li>• Debate the appropriateness of the U.S. responses to foreign policy crisis.</li> </ul>	



- Explain how the distribution of natural resources impacts foreign policy goals
- Evaluate the appropriateness of foreign policy decisions
- Compare opposing views of the role of the U.S. in the world
- Interpret how government actions are reflected in current U.S. military, economic and humanitarian actions.
- Identify the domestic policy interests implicated by economic, political and social aspects of foreign policy.

*In accordance with the New Jersey Career Ready Practices students will...*

- Act as a responsible and contributing citizen. (CRP 1)
- Apply appropriate academic and technical skills. (CRP 2)
- Communicate clearly and effectively and with reason. (CRP4)
- Consider the environmental, social and economic impacts of decisions. (CRP5)
- Demonstrate creativity and innovation. (CRP6)
- Employ valid and reliable research strategies. (CRP 7)
- Utilize critical thinking to make sense of problems and persevere in solving them. (CRP 8)
- Model integrity, ethical leadership and effective management. (CRP 9)
- Plan education and career paths aligned to personal goals. (CRP10)

**Formative Assessments:**

- Do nows
- Exit slips
- Class discussion
- Group work discussion
- Graphic organizers
- Conducting and analyzing research
- Political cartoon interpretations
- Photo analysis

**Summative/Benchmark Assessment(s):**

End of unit essay, speech analysis, case study

**Resources/Materials:**

Great Decisions 2018, New York, Foreign Policy Association, 1984

[https://www.fpa.org/features/index.cfm?act=feature&announcement\\_id=45&show\\_sidebar=0](https://www.fpa.org/features/index.cfm?act=feature&announcement_id=45&show_sidebar=0) (Foreign Policy Association)

<https://www.cfr.org/backgrounder/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)

**Modifications:**

**Special Education Students**

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

**At-Risk Students**

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective	Time frame (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.	2 days
The role of the President	Students will analyze significant foreign policy speeches and developments in light of stated Presidential foreign policy goals.	1 day
The role of Congress and the Courts	Students will evaluate the effectiveness of the courts and Congress in influencing foreign policy.	1 day
International Organizations and collective security	Students will discuss the origins of and role of international organizations in influencing U.S. foreign policy.	2 days
Weapons of Mass Destruction	Students will categorize the threats facing the U.S. from foreign governments.	1 day
Contemporary Foreign Policy Goals	Interpret how government actions are reflected in current U.S. military, economic and humanitarian actions.	2 days
Competing National Interests	Students will identify the domestic policy interests implicated by economic, political and social aspects of foreign policy.	1 day
Allies Throughout the World	Students will assess the successfulness of selected	2 days

U.S. alliances since the end of the Cold War.	
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**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**

Click links below to access additional resources used to design this unit:

Universal Design for Learning Guidelines: <http://www.udlcenter.org/implementation/examples>

Career Ready Practices: <https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

[www.nytimes.com](http://www.nytimes.com)

[www.washingtonpost.com](http://www.washingtonpost.com)



<b>Content Area:</b> U.S. Foreign Policy	
<b>Unit Title:</b> The Middle East	
<b>Grade Level:</b> 9-12	
<p><b>Unit Summary:</b>                  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.</p> <p><b>Interdisciplinary</b>  <b>Connections:</b> Content links will be made to U.S. II, Sociology and Economics.</p> <p><b>21<sup>st</sup> Century</b>  <b>Themes and Skills:</b> Critical Thinking and Problem Solving, Creativity and Innovation, Collaboration, Teamwork and Leadership, Cross-Cultural Understanding and Interpersonal Communications, and Ethics</p>	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
NJSLS 6.1.12.D.14.a	Determine the relationship between United States domestic and foreign policies.
NJSLS 6.1.12.A.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
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NJSLS 6.3.12.D.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
NJSLS 6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Do nows</li> <li>● Exit slips</li> <li>● Speech analysis</li> <li>● Class discussion</li> <li>● Group work discussion</li> <li>● Graphic organizers</li> <li>● Jigsaw</li> <li>● Photo analysis</li> </ul> <p><b>Summative/Benchmark Assessment(s):</b>                  End of unit essay, political cartoon analysis, case study</p> <p><b>Resources/Materials:</b>  <u>Choices Program: The Middle East</u>, Brown University, 2017  <u>Great Decisions 2018</u>, New York, Foreign Policy Association, 1984</p>	

<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](http://www.nytimes.com)

**Modifications:**

- Special Education Students
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
  - Consult with Case Managers and follow
- English Language Learners
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions
  - Accept participation at any level, even one word
- At-Risk Students
  - Provide extended time to complete tasks
  - Consult with Guidance Counselors and follow I&RS procedures/action plans
  - Consult with classroom teacher(s) for specific behavior interventions
  - Provide rewards as necessary
- Gifted and Talented Students
  - Provide extension activities
  - Build on students' intrinsic motivations
  - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective	Time frame (day(s) to complete)
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.	2 days
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	2 days
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.	1 day



ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>st</sup> CENTURY GLOBAL SKILLS

The U.S. and Israel	Students will discuss the historical support of Israel by the United States	1 day
The Cold War and the Middle East	Students will relate the presence of Cold War tensions to developments in the Middle East	1 day
Saudi Arabia	Students will critique the relationship between the U.S. and Saudi Arabia and examine how it has changed over time	1 day
Oil and U.S. Foreign Policy	Students will explain the cause and impact of the OPEC oil embargo	1 day
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.	1 day
The Iranian Hostage Crisis	Students will analyze the causes and impact of the Iranian Hostage Crisis	4 days
Camp David Accords	Students will explain the background that led to the Camp David Accords and evaluate the success of the Accords	2 days
Iraq Wars	Students will explain the causes of the U.S. military intervention in Iraq, debate the consequences	2 days
The Taliban and ISIS	Students will trace the development of the Taliban and ISIS and describe their goals	1 day
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	2 days
Civil War in Syria	Students will compare and	1 Day

	contrast the role of the U.S. in the civil war in Syria with its previous actions in the Middle East	
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	1 Day
<p><b>Teacher Notes:</b> The documentary film <i>444 Days</i> about the Iranian Hostage Crisis is available on Vimeo</p> <p><b>Additional Resources</b> Click links below to access additional resources used to design this unit: Universal Design for Learning Guidelines: <a href="http://www.udlcenter.org/implementation/examples">http://www.udlcenter.org/implementation/examples</a> Career Ready Practices: <a href="https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf">https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</a> <a href="http://www.nytimes.com">www.nytimes.com</a> <a href="http://www.washingtonpost.com">www.washingtonpost.com</a> <a href="http://www.nytimes.com">www.nytimes.com</a></p>		

<b>Content Area:</b> U.S. Foreign Policy	
<b>Unit Title:</b> Diplomacy	
<b>Grade Level:</b> 9-12	
<p><b>Unit Summary:</b> 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.</p> <p><b>Interdisciplinary Connections:</b> Content links will be made to U.S. History II.</p> <p><b>21<sup>st</sup> Century Themes and Skills:</b> Critical Thinking and Problem Solving, Creativity and Innovation, Collaboration, Teamwork and Leadership, Cross-Cultural Understanding and Interpersonal Communications, and Ethics</p>	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
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NJSLS 6.3.12.D.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

NJSLS  
6.2.12.A.6.a

Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.

**Formative Assessments:**

- Do nows
- Exit slips
- Class discussion
- Group work discussion
- Graphic organizers
- Analyzing research
- Photo analysis
- News analysis

**Summative/Benchmark Assessment(s):**

Olympic Presentations, photographic compendium, case study

**Resources/Materials:**

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

**Modifications:**

- Special Education Students
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
  - Consult with Case Managers and follow
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- At-Risk Students
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  - Consult with classroom teacher(s) for specific behavior interventions
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- Gifted and Talented Students
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Lesson Name/Topic	Lesson Objective	Time frame (day(s) to complete)
What is diplomacy?	Students will define and provide examples of diplomatic actions in various forms.	1 day



The role of diplomats	Students will evaluate the effective of individual diplomatic activity on achieving U.S. foreign policy goals.	1 day
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.	1 day
What are cross-cultural exchanges?	Students will evaluate how important cross-cultural events have impacted U.S. foreign policy	1 day
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.	2 days
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.	5 days
Fashion-frivolity or shrewd diplomacy	Students will examine the role fashion plays on the world political stage.	1 Day

**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**

Click links below to access additional resources used to design this unit:

Universal Design for Learning Guidelines: <http://www.udlcenter.org/implementation/examples>

Career Ready Practices: <https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

<https://www.cfr.org/interview/mixed-record-sports-diplomacy>

<https://www.cnn.com/2018/01/09/world/sports-diplomacy-history/index.html>

**Content Area:** U.S. Foreign Policy

**Unit Title:** Pax Americana

**Grade Level:** 9-12

**Unit Summary:**

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.

**Interdisciplinary**

**Connections:** Content links will be made to U.S. History II.

**21<sup>st</sup> Century**

**Themes and Skills:** Critical Thinking and Problem Solving, Creativity and Innovation, Collaboration, Teamwork and Leadership, Cross-Cultural Understanding and Interpersonal Communications, and Ethics

**Standards (Content and Technology):**

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**Formative Assessments:**

- Do nows
- Exit slips
- Class discussion
- Group work discussion
- Graphic organizers
- Analyzing research
- Photo analysis
- News analysis

**Summative/Benchmark Assessment(s):**

Debate

**Resources/Materials:**

Great Decisions 2018- U.S. Foreign Policy Association

[www.nytimes.com](http://www.nytimes.com)

[www.washingtonpost.com](http://www.washingtonpost.com)

[www.time.com](http://www.time.com)



[www.cnn.com](http://www.cnn.com)

**Modifications:**

- Special Education Students
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
  - Consult with Case Managers and follow
- English Language Learners
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  - Accept participation at any level, even one word
- At-Risk Students
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  - Consult with classroom teacher(s) for specific behavior interventions
  - Provide rewards as necessary
- Gifted and Talented Students
  - Provide extension activities
  - Build on students' intrinsic motivations
  - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective	Time frame (day(s) to complete)
What is a pax?	Define a liberal democracy, a "pax" and sovereignty as they relate to a current world map	1 day
Should the U.S. be a superpower?	Identify military and economic costs and benefits of U.S. superpower status.	2 days
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.	1 day
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.	2 days
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.	1 day
How do non-state	Examine of impact of non-state actors (such as ISIS)	1 day



actors impact the role of the U.S. in the world?	on the effectiveness of U.S. foreign policy	
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.	1 day
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	2 days
<p><b>Teacher Notes:</b>                  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.”</p> <p><b>Additional Resources</b>                  Click links below to access additional resources used to design this unit:                  Universal Design for Learning Guidelines: <a href="http://www.udlcenter.org/implementation/examples">http://www.udlcenter.org/implementation/examples</a>                  Career Ready Practices: <a href="https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf">https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</a>  <a href="https://www.wsj.com/video/browse">https://www.wsj.com/video/browse</a></p>		

<b>Content Area:</b> U.S. Foreign Policy
<b>Unit Title:</b> U.S. Foreign Policy and Russia
<b>Grade Level:</b> 9-12
<p><b>Unit Summary:</b>                  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.</p> <p><b>Interdisciplinary Connections:</b> Content links will be made to U.S. History II.</p> <p><b>21<sup>st</sup> Century Themes and Skills:</b> Critical Thinking and Problem Solving, Creativity and Innovation, Collaboration, Teamwork and Leadership, Cross-Cultural Understanding and Interpersonal Communications, and Ethics</p>

Standards (Content and Technology):	
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NJSLS 6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
<b>Formative Assessments:</b>	
<ul style="list-style-type: none"> <li>● Do nows</li> <li>● Exit slips</li> <li>● Class discussion</li> <li>● Group work discussion</li> <li>● Graphic organizers</li> <li>● Analyzing research</li> <li>● Photo analysis</li> <li>● News analysis</li> </ul>	
<b>Summative/Benchmark Assessment(s):</b>	
News analysis essay	
<b>Resources/Materials:</b>	
Great Decisions 2018- U.S. Foreign Policy Association	
<b>Modifications:</b>	
<ul style="list-style-type: none"> <li>● Special Education Students                             <ul style="list-style-type: none"> <li>○ Allow errors</li> <li>○ Rephrase questions, directions, and explanations</li> <li>○ Allow extended time to answer questions, and permit drawing, as an explanation</li> <li>○ Accept participation at any level, even one word</li> <li>○ Consult with Case Managers and follow</li> </ul> </li> <li>● English Language Learners                             <ul style="list-style-type: none"> <li>○ Assign a buddy, same language or English speaking</li> <li>○ Allow errors in speaking</li> <li>○ Rephrase questions, directions, and explanations</li> <li>○ Allow extended time to answer questions</li> <li>○ Accept participation at any level, even one word</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● At-Risk Students                             <ul style="list-style-type: none"> <li>○ Provide extended time to complete tasks</li> <li>○ Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> <li>○ Consult with classroom teacher(s) for specific behavior interventions</li> <li>○ Provide rewards as necessary</li> </ul> </li> <li>● Gifted and Talented Students                             <ul style="list-style-type: none"> <li>○ Provide extension activities</li> <li>○ Build on students' intrinsic motivations</li> <li>○ Consult with parents to accommodate students' interests in completing tasks at their level of engagement</li> </ul> </li> </ul>



Lesson Name/Topic	Lesson Objective	Time frame (day(s) to complete)
What is Russia?	Complete, compare and contrast a map of the Soviet Union and present day Russia.	1 day
The Fall of the Soviet Union	Create a timeline of fall of the Soviet Union and the U.S. response to it.	2 days
Challenges faced by Russia	Identify the challenges faced by the former Soviet republics.	1 day
Russia and the Ukraine	Evaluate the impact on U.S. foreign policy of Russian action in the Ukraine	2 days
Russia and Syria	Evaluate the impact on U.S. foreign policy of Russian action in Syria	2 days
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.	1 day

**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**

Click links below to access additional resources used to design this unit:

Universal Design for Learning Guidelines: <http://www.udlcenter.org/implementation/examples>

Career Ready Practices: <https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

<http://tass.com>

**Content Area:** U.S. Foreign Policy

**Unit Title:** U.S. Foreign Policy and China

**Grade Level:** 9-12



**Unit Summary:**

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.

**Interdisciplinary**

**Connections:** Content links will be made to U.S. History II.

**21<sup>st</sup> Century**

**Themes and Skills:** Critical Thinking and Problem Solving, Creativity and Innovation, Collaboration, Teamwork and Leadership, Cross-Cultural Understanding and Interpersonal Communications, and Ethics

**Standards (Content and Technology):**

CPI#:	Statement:
NJSLS 6.1.12.D.14.a	Determine the relationship between United States domestic and foreign policies.
NJSLS 6.1.12.A.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
NJSLS 6.2.12.B.5.e	Assess the role of boundary disputes and limited natural resources as sources of conflict.
NJSLS 6.2.12.D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
NJSLS 6.3.12.D.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
NJSLS 6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.

**Formative Assessments:**

- Do nows
- Exit slips
- Class discussion
- Group project and presentation
- Graphing exercises
- Analyzing research
- News analysis

**Summative/Benchmark Assessment(s):**

Group presentation and lesson  
Socratic Seminar

**Resources/Materials:**

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

**Modifications:**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>● Special Education Students                             <ul style="list-style-type: none"> <li>○ Allow errors</li> <li>○ Rephrase questions, directions, and explanations</li> <li>○ Allow extended time to answer questions, and permit drawing, as an explanation</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● At-Risk Students                             <ul style="list-style-type: none"> <li>○ Provide extended time to complete tasks</li> <li>○ Consult with Guidance Counselors and follow I&amp;RS procedures/action plans</li> </ul> </li> </ul> |
|--|---|

- o Accept participation at any level, even one word
- o Consult with Case Managers and follow
- English Language Learners
  - o Assign a buddy, same language or English speaking
  - o Allow errors in speaking
  - o Rephrase questions, directions, and explanations
  - o Allow extended time to answer questions
  - o Accept participation at any level, even one word
- o Consult with classroom teacher(s) for specific behavior interventions
- o Provide rewards as necessary
- Gifted and Talented Students
  - o Provide extension activities
  - o Build on students' intrinsic motivations
  - o Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective	Time frame (day(s) to complete)
Nixon visits China	Analyze primary source documents regarding developments in U.S. and Chinese relations starting in the 1970's.	1 day
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.	5 days
U.S. and Chinese Trade by the Numbers	Graph and interpret economic information regarding trade between the U.S. and China.	1 day
Trade Policy Negotiations and Speeches	Discuss primary source documents regarding U.S. trade policy with China.	2 days
Socratic Seminar	Participate in a Socratic seminar on possible U.S. trade policies with China.	1 day
Human Rights	Discuss the possible role of human rights in U.S. foreign policy towards China	1 day

**Teacher Notes:**

Current news articles should be used to update this unit.

**Additional Resources**

Click links below to access additional resources used to design this unit:



Universal Design for Learning Guidelines: <http://www.udlcenter.org/implementation/examples>  
 Career Ready Practices: <https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>  
<https://millercenter.org/the-presidency/presidential-speeches>  
<https://www.amnesty.org/en/>

**Content Area:** U.S. Foreign Policy

**Unit Title:** U.S. Foreign Policy and North Korea

**Grade Level:** 9-12

**Unit Summary:**

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.

**Interdisciplinary**

**Connections:** Content links will be made to U.S. History II.

**21<sup>st</sup> Century**

**Themes and Skills:** Critical Thinking and Problem Solving, Creativity and Innovation, Collaboration, Teamwork and Leadership, Cross-Cultural Understanding and Interpersonal Communications, and Ethics

**Standards (Content and Technology):**

<b>CPI#:</b>	<b>Statement:</b>
NJSLS 6.1.12.D.14.a	Determine the relationship between United States domestic and foreign policies.
NJSLS 6.1.12.A.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
NJSLS 6.2.12.B.5.e	Assess the role of boundary disputes and limited natural resources as sources of conflict.
NJSLS 6.2.12.D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
NJSLS 6.3.12.D.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
NJSLS 6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.

**Formative Assessments:**

- Do nows
- Exit slips
- Class discussion
- Photographic analysis
- Analyzing research
- News analysis

**Summative/Benchmark Assessment(s):**

Essay

**Resources/Materials:**

Great Decisions 2018- U.S. Foreign Policy Association



**Modifications:**

- Special Education Students
  - Allow errors
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions, and permit drawing, as an explanation
  - Accept participation at any level, even one word
  - Consult with Case Managers and follow
- English Language Learners
  - Assign a buddy, same language or English speaking
  - Allow errors in speaking
  - Rephrase questions, directions, and explanations
  - Allow extended time to answer questions
  - Accept participation at any level, even one word
- At-Risk Students
  - Provide extended time to complete tasks
  - Consult with Guidance Counselors and follow I&RS procedures/action plans
  - Consult with classroom teacher(s) for specific behavior interventions
  - Provide rewards as necessary
- Gifted and Talented Students
  - Provide extension activities
  - Build on students' intrinsic motivations
  - Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective	Time frame (day(s) to complete)
What do we know about North Korea?	Explore the political and social history of modern day North Korea	2 days
North Korea's nuclear program	Analyze the steps North Korea has taken to build its nuclear arsenal	2 days
The U.S. response to North Korea	In small groups, evaluate the effectiveness of U.S. responses to North Korean nuclear actions and threats.	2 days
Possible U.S. responses to North Korea	In small groups, strategize how the U.S. should respond to North Korea.	1 day

**Teacher Notes:**

Current news articles should be used to update this unit.

**Additional Resources**

Click links below to access additional resources used to design this unit:

Universal Design for Learning Guidelines: <http://www.udlcenter.org/implementation/examples>

Career Ready Practices: <https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

[https://www.cia.gov/library/publications/the-world-factbook/geos/print\\_kn.html](https://www.cia.gov/library/publications/the-world-factbook/geos/print_kn.html)

<https://www.bbc.co.uk/news/world-asia-pacific-15256929>