

**Course:** United States Foreign Affairs  
**Unit #:** Unit 2-The History of US Foreign Policy & Conflict

**Year of Implementation:** 2023-2024

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## Stage One - Desired Results

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

*{provide all applicable links to standards here}*

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

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

- 6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.
    - 6.2.12.HistoryCC.5.e: Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).
  - **21st Century Life & Career Standards**
    - 9.1.12.EG.3: Explain how individuals and businesses influence government policies.
    - 9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).
    - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
    - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
    - 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others
    - 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
    - 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).  
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>
- **English Companion Standards**
  - RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
  - RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
  - RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
  - RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

- RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
- RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently
- RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
- RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- ***Interdisciplinary Content Standards***
  - RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
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  - RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
  - RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- ***Interdisciplinary Content Standards***
    - List any standards from other content areas that apply to this unit.
  - ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

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

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

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

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

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

For additional information, see

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

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

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

**Asian American and Pacific Islanders:**

- [\*\*\*Asian American and Pacific Islander Heritage and History in the U.S.\*\*\*](#)

*A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies,*

*literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.*

**Transfer Goal:** Students will be able to independently use their learning to analyze historical context, foreign policy implications, and political, economic and social ramifications of 21st century contemporary US foreign policy.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhhsd.org/Page/6163>

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

Students will understand that. . .

*EU 1*

previous U.S. foreign policy decisions impact ongoing world conflicts.

*EU 2*

political, economic, geographic, and social factors shape a nation's foreign policy decisions & in turn, the international community.

Essential Questions

*EU 1*

- Why is it important to understand the historical context of world events?
- How have recent conflicts the US has been involved in ended?
- What is the legacy of US involvement in Afghanistan and Iraq?
- How is history reflected in current foreign policy issues?

*EU 2*

- How was US Foreign Policy altered post 9/11?
- How are US Foreign Policy decisions being driven by an ever rising China? Russia? Iran?
- How is the international community impacted by US Foreign Policy decisions?
- How has globalization impacted issues such as climate change, response to nuclear weapons, & trade?
- How has terrorism both united and divided the world?

Knowledge

Students will know . . .

*EU 1*

- major international treaties, agreements and organizations as they pertain to contemporary global economic issues. (6.1.12.CivicsHR.15.a)
- major international relief and aid organizations as they pertain to contemporary global crises. (6.1.12.HistorySE.12.a)
- ways in which previous American foreign policy decisions impact current foreign policy issues. (6.1.12.HistorySE.15.c)
- the origins of the September 11th terrorist attacks and the United States' reaction to them, both domestically and internationally. (6.1.12.HistorySE.15.b)

*EU 2*

- major causes and effects of global climate change. (6.1.12.HistorySE.15.c)
- current global natural disasters and international responses to them. (6.1.12.HistorySE.15.c)
- nations with developed and developing weapons of mass destruction (6.1.12.HistoryCC.15.a)
- the effects of globalization (impact on economic & political competition) (6.1.12.EconGE.16.a)
- the definition of terrorism, its purpose and the different methods used by terrorists in implementing its objectives. (6.1.12.HistorySE.15.b)

Skills

Students will be able to . . .

*EU1*

- read and analyze primary source documents to determine different points of view. (6.2.12.EconGE.5.a)
- draw inferences from factual material. (6.3.12.HistoryCA.2)
- recognize and interpret different points of view. (6.3.12.HistoryCA.2)
- detect bias in data presented in various forms. (6.3.12.HistoryCA.2)

*EU 2*

- read and analyze primary source documents to determine different points of view. (6.2.12.EconGE.5.a)
- draw inferences from factual material. (6.3.12.HistoryCA.2)
- detect bias in data presented in various forms. (6.3.12.HistoryCA.2)
- compare and contrast the credibility of differing ideas, elements, or accounts. (6.2.12.HistoryCC.6.a)

## Stage Two - Assessment

## Stage Three - Instruction

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

- View and discuss teacher notes, prepared presentations, **primary sources, etc. on previous and contemporary foreign policy.** (A) (EU1 EU2)
- View current news clips, documentaries, podcasts and speeches pertaining to contemporary foreign issues. (A) (EU 1 EU2)
- **Write a journal entry from the perspective of a national security team member in the Bush Administration** describing the global issues in the **early 21st century.** (A, M) (EU2)
- Generate a list of 50 to 100 items that students regularly use, and identify where these items are manufactured. Use these lists as the basis of discussion on **current trade practices and the global economy.** (M) (EU1 EU2)
- Create a timeline of a major foreign policy issue and evaluate successes and/or failures of policy. (A, M) (EU 1 EU 2)
- **Propose a foreign policy for a current global issue.** (A, M, T) (EU1)
- **Write an editorial** that recommends strategies which could be applied to the fight against terrorism today. (M, T) (EU 1 EU2)
- **Write an Op-Ed piece** on exchanging constitutional freedoms for broader national security. (M,T) (EU1 EU2)
- **Write a position paper either supporting or in opposition to the War on Terror.** (A, M, T) (EU1 EU2)
- **Use primary and secondary sources to analyze the impact of the Arab Spring. Have students annotate the primary sources**



using Kami. (M, T) (EU1 EU2)

### Pacing Guide

<b><i>Unit #</i></b>	<b><i>Title of Unit</i></b>	<b><i>Approximate # of teaching days</i></b>
1	Foreign Policy Toolbox	45
2	US Foreign Policy & Contemporary Conflicts	45

## Instructional Materials

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

## Accommodations

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

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

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

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

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