

## Rumson-Fair Haven Regional High School

**Course:** *Current Issues-US, Middle East, and East Asia*

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### **Section I: Course Description**

*Current Issues-US, Middle East, and East Asia* is a semester-long, inquiry-based elective that focuses on contemporaneous and real-time global issues in the regions of the Middle East, East Asia, and the United States. Special emphasis will be placed on reinforcing historical thinking skills, developing literacy capacities, and educating students about the importance of being informed about modern global circumstances.

### **Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives**

1. **2020 Social Studies Standards:**

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-SS.pdf>

- "...Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLs-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages."

2. **2016 English Language Arts Companions for Grades 11-12 (History, Social Studies, Science and Technical Subjects):**

<https://www.nj.gov/education/cccs/2016/ela/CompanionG1112.pdf>

- The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that, "...Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts..."

3. **Career Ready Practices:**

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

- "Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study."

4. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CSDT.pdf>

- "The 'Intent and Spirit of the Computer Science and Design Thinking Standards' is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers."

5. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:**  
<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CLKS.pdf>
  - “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.”
  - **\*Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
6. **\*Amistad Law: N.J.S.A. 18A 52:16A-88:**  
<https://law.justia.com/codes/new-jersey/2018/title-52/chapter-16a/section-52-16a-88/>
  - The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “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.”
7. **\*Holocaust Law: N.J.S.A. 18A 35-28:**  
<https://law.justia.com/codes/new-jersey/2018/title-18a/chapter-35/section-18a-35-28/>
  - The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “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.”
8. **\*LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**  
<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CLKS.pdf>
  - A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “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.”
9. **Acquisition/development/refinement of the higher-order critical thinking skills aligned with the Revised Bloom’s Taxonomy of Cognitive Objectives**

### **Section III: Curriculum Modifications**

The *Current Issues-US, Middle East, and East Asia Curriculum* is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (I&RS) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include but are not limited to:

- Small group instruction
- One on one instruction
- Independent work stations
- Use of graphic organizers
- Interest inventories and questionnaires
- Audio resources to complement written texts and concepts
- Visual resources to complement written texts and concepts
- Extra time on assessments and large scale projects
- Reduced length of written assignments
- Large projects broken into smaller tasks and timelines

- Tiered Instruction
- Individual help during practice
- Diagrams and color coding for visual learners
- Verbal and written directions for visual and auditory learners
- Provided class notes
- Preferential seating
- Spelling not penalized
- Varied supplemental activities
- Assessments delivered orally

#### **Section IV: Preparation for Standardized Testing**

Instruction in *Current Issues-US, Middle East, and East Asia* is aligned with the requirements of state and national standardized assessments, including the *NJSLA*, the *ACT*, the *PSAT* and the *SAT*. The *End of Marking Period Assessments* for *Current Issues-US, Middle East, and East Asia* also demonstrate alignment with the aforesaid standardized assessments.

#### **Section V: Curriculum Pacing Guide**

Curriculum Pacing Guide	
Course Title: <i>Current Issues-US, Middle East, and East Asia</i>	Grade Level: 10-12
Unit I: Historical Thinking in the Modern Era	Weeks 1-3
Unit II: Middle East and the United States	Weeks 4-9
Unit III: East Asia and the United States	Weeks 10-15
Unit IV: Current Issues Capstone Project	Weeks 16-20

#### **Section VI: Primary Texts and Year Long Instructional Resources**

The following texts and instructional resources are employed in *Current Issues-US, Middle East, and East Asia*:

- *The Big Project* (<https://www.thebigproject.co.uk/news/index.htm>)
- *Real Clear Politics* (<https://www.realclearpolitics.com/>)
- *Ground News* (<https://ground.news/>)
- The Choices Program (<https://www.choices.edu/>)
- *The New York Times* Historical Database (<https://www.proquest.com>)
- Google Classroom

#### **Section VII: Grading Formula and Assessment Modes**

Marking period grades in *Current Issues-US, Middle East, and East Asia* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined prior to the start of each academic year and will be published in the posted/distributed course syllabi.

### Section VIII: Unit Templates

The following unit templates have been established for the *Current Issues-US, Middle East, and East Asia* Curriculum by the *Current Issues-US, Middle East, and East Asia* Instructional Team:

Unit I: Historical Thinking in the Modern Era	
<b>Unit Summary</b>	
<p>The introductory unit to <i>Current Issues-US, Middle East, and East Asia</i> will help students to better understand how to analyze and actively engage in the landscape of modern news and media in a global context. The students will evaluate the key components and terms associated with traditional “news” sources such as newspapers and broadcasts, as well as the modern contexts of social media. Students will leave this unit with the tools necessary to evaluate multiple news sources to perceive and define bias, as well as develop a strong understanding of course expectations for class discussion to be applied to future course work.</p>	
<b>Standards/Core Ideas/Performance Expectations</b>	
<p>The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in <i>Current Issues-US, Middle East, Asia Curriculum 2021-2022</i>:</p> <ul style="list-style-type: none"> <li>● <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> <li>○ 6.1: Era 16: Contemporary United States: Interconnected Global Society (1970s-Today) <ul style="list-style-type: none"> <li>■ 6.1.12.CivicsPD.16.a, 6.1.12.CivicsPR.16.a, 6.1.12.GeoHE16.a, 6.1.12.EconGE.16.a, 6.1.12.EconNE.16.a-b, 6.1.12.HistoryUP.16.a, 6.1.12.HistoryCC.16.a-b</li> </ul> </li> <li>○ 6.2: Era 6. Contemporary Issues <ul style="list-style-type: none"> <li>■ 6.2.12.CivicsPI.6.a, 6.2.12.CivicsHR.6.a-b, 6.2.12.GeoPP.6.a, 6.2.12.EconGE.6.a-c, 6.2.12.HistoryCC.6.a</li> </ul> </li> <li>○ 6.3: Active Citizenship in the 21<sup>st</sup> Century <ul style="list-style-type: none"> <li>■ 6.3.12.HistoryCA.2</li> </ul> </li> </ul> </li> <li>● <i>2016 New Jersey Student Learning Standards: English Language Arts Companions for Grades 11-12</i> <ul style="list-style-type: none"> <li>○ Reading: NJLSA.R2, NJLSA.R4, NJLSA.R6-9 <ul style="list-style-type: none"> <li>■ RH.11.-12.1-3, RH.11.12.6-10</li> </ul> </li> <li>○ Writing: NJLSA.W1, NJLSA.W4, NJLSA.W6-10 <ul style="list-style-type: none"> <li>■ WHST.11-12.1, WHST.11-12.4, WHST.11-12.6-10</li> </ul> </li> </ul> </li> <li>● <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> <li>○ 8.2.12.EC.1</li> </ul> </li> <li>● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> <li>○ 9.4.12.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.8-9</li> </ul> </li> </ul>	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>● Why is it important to think for oneself and experiment with new ideas?</li> <li>● *What role do multiple causations play in describing a historic event?</li> <li>● What role does analysis have in historical construction?</li> <li>● What defines a “news” source?</li> <li>● What defines a “historical” source?</li> <li>● *In what ways does the presentation of news define and alter understandings of historical and current events?</li> <li>● *How do personal beliefs and biases impact how individuals perceive current events?</li> <li>● Why is the United States involved in foreign regions?</li> <li>● What are the international and domestic consequences of the foreign entanglements?</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding how to locate and differentiate between multiple media sources is a vital life skill.</li> <li>● *It is critical for students to understand that the media and news represent multiple perspectives and inherent biases when reporting on current events, and informed global citizens must adopt a holistic approach during news consumption to come to an independent conclusion.</li> <li>● Exploring and defining a series of different historical lenses and applying them to a variety of situations to understand one's own perspective and the perspective of others are important historical analysis skills.</li> <li>● *It is important for students to decipher and understand the critical role that word choice has in developing an argument and controlling the perspective presented on an event.</li> <li>● The intended audience in the modern context (i.e. traditional news vs. social media and how the audience shapes modern perspectives and arguments) plays a large role in how news is communicated.</li> <li>● The United States has grown increasingly globalized throughout the last century and that has come with both positive and negative effects and implications in multiple regions around the world.</li> <li>● *A well informed and productive discussion concerning modern issues, is based on being able to support personal conclusions with accurate and effective information.</li> </ul>

		<ul style="list-style-type: none"> <li>The role of the United States in other countries has tangentially caused domestic events within the United States.</li> </ul>
Evidence of Learning		
<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>classwork</li> <li>homework</li> <li>research and performance activities</li> <li>Current Event of the Week (CEW)</li> <li>News Origin Worksheet (NOW)</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>World Geography Quiz</li> <li>Headlines Project</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>The Big Project</li> <li>Real Clear Politics</li> <li>The Ground News</li> </ul>

Unit II: Middle East and the United States	
Unit Summary	
<p>This unit will focus on the many factors that have shaped the Middle East in the modern world. At the beginning of this unit, students will examine the geography, cultural differences, and recent history of the region, and utilize this foundation to draw conclusions about the current challenges the region faces on the local, national, regional, and international levels. The role and involvement of the United States in the region will be examined as well as the many influences of other nations on the region. The overall goal of this unit is twofold: understand the causes of current events and conflicts in the Middle East and how these events are connected to the history of the region.</p>	
Standards/Core Ideas/Performance Expectations	
<p>The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in <i>Current Issues-US, Middle East, Asia Curriculum 2021-2022</i>:</p> <ul style="list-style-type: none"> <li><i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> <li>6.1: Era 16: Contemporary United States: Interconnected Global Society (1970s-Today) <ul style="list-style-type: none"> <li>6.1.12.CivicsPD.16.a, 6.1.12.CivicsPR.16.a, 6.1.12.GeoHE.16.a, 6.1.12.EconGE.16.a, 6.1.12.EconNE.16.a-b, 6.1.12.HistoryUP.16.a, 6.1.12.HistoryCC.16.a-b</li> </ul> </li> <li>6.2: Era 6: Contemporary Issues <ul style="list-style-type: none"> <li>6.2.12.CivicsPI.6.a, 6.2.12.CivicsHR.6.a-b, 6.2.12.GeoPP.6.a, 6.2.12.EconGE.6.a-c, 6.2.12.HistoryCC.6.a</li> </ul> </li> <li>6.3: Active Citizenship in the 21<sup>st</sup> Century <ul style="list-style-type: none"> <li>6.3.12.HistoryCA.2</li> </ul> </li> </ul> </li> <li><i>2016 New Jersey Student Learning Standards: English Language Arts Companions for Grades 11-12</i> <ul style="list-style-type: none"> <li>Reading: NJLSA.R2, NJLSA.R4, NJLSA.R6-9 <ul style="list-style-type: none"> <li>RH.11.-12.1-3, RH.11.12.6-10</li> </ul> </li> <li>Writing: NJLSA.W1, NJLSA.W4, NJLSA.W6-10 <ul style="list-style-type: none"> <li>WHST.11-12.1, WHST.11-12.4, WHST.11-12.6-10</li> </ul> </li> </ul> </li> <li><i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> <li>8.2.12.EC.1-4</li> </ul> </li> <li><i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> <li>9.4.12.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.8-9</li> </ul> </li> </ul>	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>Why is it important to think for oneself and experiment with new ideas?</li> <li>What is a conflict?</li> <li>Why is it important to understand the origins of a conflict?</li> <li>*What role do governments play in the creation and escalation of regional conflicts?</li> <li>What role does economic interest play in the creation and escalation of regional conflicts?</li> </ul>	<ul style="list-style-type: none"> <li>Experimentation and innovation is essential to the progress and growth of individuals, societies and civilization at large.</li> <li>A conflict is any situation in which two or more opposing forces compete for any given reason. These reasons are varied and generally based upon prior issues or differences.</li> <li>It is important to understand the origins of a regional conflict. Such awareness enables one to understand the essential concepts of historical causation and change over time. This awareness also helps one analyze how regional conflicts are presented by governments, media outlets, and political factions.</li> <li>*Governments play a role in creating and escalating regional conflicts through corruption, inefficiency, negligence, and abuse.</li> </ul>

<ul style="list-style-type: none"> <li>• *How do socio-cultural differences create and escalate regional conflicts?</li> <li>• *What are the political, economic, and socio-cultural ramifications of regional conflicts?</li> <li>• What is the responsibility of the international community with regard to regional conflicts?</li> <li>• What are the possible responses of the global community to regional conflicts and how do they determine which responses are appropriate?</li> <li>• How can we predict the emergence of future regional/global conflicts?</li> </ul>	<ul style="list-style-type: none"> <li>• Economic challenges both on the individual (i.e. food, water, work) and the region (i.e. raw material, industry and transportation) can play a key role in inciting pressure and conflict on communities.</li> <li>• *Intolerance, oppression, and violence may result from ethnic, religious, linguistic, and other socio-cultural differences.</li> <li>• *The ramifications of regional conflicts are profound, varied and far-reaching. Politically, they can include but are not limited to regime change, instability, political oppression, civil war, corruption, lawlessness, and the breakdown of social order. Economically, they can include, but are not limited to, recession, depression, and famine. Socio-culturally, they can include but are not limited to discrimination, ethnic cleansing, and genocide. All of these ramifications can be overt or subtle in how they are carried out and how they affect the community.</li> <li>• Perspectives regarding the role of the global community in the resolution of regional conflicts vary and are rarely uniform. The responses of the global community are informed and influenced by the various political and economic considerations of its members on both a domestic and international scale.</li> <li>• *Responses to regional conflicts are determined by a number of entities including single nations, multi-national organizations, and private entities. Those responses can include, but are not limited to, diplomatic, economic, or military actions that either indirectly or purposefully impact the future stability of the regions in conflict and the stability of neighboring regions.</li> <li>• Understanding the many origins of past regional conflicts can potentially empower or misinform the global community in making predictions concerning potential regional conflicts in the future.</li> </ul>
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#### Evidence of Learning

<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• classwork</li> <li>• homework</li> <li>• research and performance activities</li> <li>• Current Event of the Week (CEW)</li> <li>• News Origin Worksheet (NOW)</li> </ul>	<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Middle Eastern Geography Quiz</li> <li>• Regional History Research Project</li> <li>• Regional Issues Seminar</li> </ul>	<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>• The Big Project</li> <li>• Real Clear Politics</li> <li>• The Ground News</li> <li>• The Choices Program: <ul style="list-style-type: none"> <li>○ <i>The Middle East in Transition: Questions for U.S. Policy</i></li> <li>○ <i>The Role of the U.S. in a Changing World</i></li> <li>○ <i>Responding to Terrorism: Challenges for Democracy</i></li> <li>○ <i>The United States in Afghanistan</i></li> </ul> </li> </ul>
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### Unit III: East Asia and the United States

#### Unit Summary

This unit will focus on the many factors that have shaped East Asia in the modern world. At the beginning of this unit, students will examine the geography, cultural differences, and recent history of the region, and utilize this foundation to draw conclusions about the current challenges the region faces on the local, national, regional, and international levels. The role and involvement of the United States in the region will be examined as well as the many influences of other nations on the region. The overall goal of this unit is twofold: understand the causes of current events and conflicts in East Asia and how these events are connected to the history of the region.

#### Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in *Current Issues-US, Middle East, Asia Curriculum 2021-2022*:

- *2020 New Jersey Student Learning Standards: Social Studies*

- 6.1: Era 16: Contemporary United States: Interconnected Global Society (1970s-Today)
  - 6.1.12.CivicsPD.16.a, 6.1.12.CivicsPR.16.a, 6.1.12.GeoHE16.a, 6.1.12.EconGE.16.a, 6.1.12.EconNE.16.a-b, 6.1.12.HistoryUP.16.a, 6.1.12.HistoryCC.16.a-b
- 6.2: Era 6. Contemporary Issues
  - 6.2.12.CivicsPI.6.a, 6.2.12.CivicsHR.6.a-b, 6.2.12.GeoPP.6.a, 6.2.12.EconGE.6.a-c, 6.2.12.HistoryCC.6.a
- 6.3: Active Citizenship in the 21<sup>st</sup> Century
  - 6.3.12.HistoryCA.2
- *2016 New Jersey Student Learning Standards: English Language Arts Companions for Grades 11-12*
  - Reading: NJLSA.R2, NJLSA.R4, NJLSA.R6-9
    - RH.11.-12.1-3, RH.11.12.6-10
  - Writing: NJLSA.W1, NJLSA.W4, NJLSA.W6-10
    - WHST.11-12.1, WHST.11-12.4, WHST.11-12.6-10
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.2.12.EC.1-4
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
  - 9.4.12.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.8-9

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> <li>● Why is it important to think for oneself and experiment with new ideas?</li> <li>● What is a conflict?</li> <li>● Why is it important to understand the origins of a conflict?</li> <li>● *What role do governments play in the creation and escalation of regional conflicts?</li> <li>● What role does economic interest play in the creation and escalation of regional conflicts?</li> <li>● *How do socio-cultural differences create and escalate regional conflicts?</li> <li>● *What are the political, economic, and socio-cultural ramifications of regional conflicts?</li> <li>● What is the responsibility of the international community with regard to regional conflicts?</li> <li>● What are the possible responses of the global community to regional conflicts and how do they determine which responses are appropriate?</li> <li>● How can we predict the emergence of future regional/global conflicts?</li> </ul>	<ul style="list-style-type: none"> <li>● Students will understand the value of experimentation and innovation.</li> <li>● A conflict is any situation in which two or more opposing forces compete for any given reason. These reasons are varied and generally based upon prior issues or differences.</li> <li>● It is important to understand the origins of a regional conflict. Such awareness enables one to understand the essential concepts of historical causation and change over time. This awareness also helps one analyze how regional conflicts are presented by governments, media outlets, and political factions.</li> <li>● *Governments play a role in creating and escalating regional conflicts through corruption, inefficiency, negligence, and abuse.</li> <li>● Economic challenges both on the individual (i.e. food, water, work) and the region (i.e. raw material, industry and transportation) can play a key role in inciting pressure and conflict on communities.</li> <li>● *Intolerance, oppression, and violence may result from ethnic, religious, linguistic, and other socio-cultural differences.</li> <li>● *The ramifications of regional conflicts are profound, varied and far-reaching. Politically, they can include but are not limited to regime change, instability, political oppression, civil war, corruption, lawlessness, and the breakdown of social order. Economically, they can include, but are not limited to, recession, depression, and famine. Socio-culturally, they can include but are not limited to discrimination, ethnic cleansing, and genocide. All of these ramifications can be overt or subtle in how they are carried out and how they affect the community.</li> <li>● Perspectives regarding the role of the global community in the resolution of regional conflicts vary and are rarely uniform. The responses of the global community are informed and influenced by the various political and economic considerations of its members on both a domestic and international scale.</li> <li>● *Responses to regional conflicts are determined by a number of entities including single nations, multi-national organizations, and private entities. Those responses can include, but are not limited to, diplomatic, economic, or military actions that either indirectly or purposefully impact the future stability of the regions in conflict and the stability of neighboring regions.</li> <li>● Understanding the many origins of past regional conflicts can potentially empower or misinform the global community in making predictions concerning potential regional conflicts in the future.</li> </ul>
<b>Evidence of Learning</b>	

<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>● classwork</li> <li>● homework</li> <li>● research and performance activities</li> <li>● Current Event of the Week (CEW)</li> <li>● News Origin Worksheet (NOW)</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>● East Asian Geography Quiz</li> <li>● Regional History Research Project</li> <li>● Regional Issues Seminar</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● The Big Project</li> <li>● Real Clear Politics</li> <li>● The Ground News</li> <li>● The Choices Program: <ul style="list-style-type: none"> <li>○ <i>The Challenge of Nuclear Weapons</i></li> <li>○ <i>China on the World Stage: Weighing the U.S. Response</i></li> <li>○ <i>Climate Change and the Question of Justice</i></li> <li>○ <i>Conflict on the Korean Peninsula: North Korea and the Nuclear Threat</i></li> </ul> </li> </ul>
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### Unit IV: Current Issues Capstone Project

#### Unit Summary

The final unit in *Current Issues-US, Middle East, and East Asia* is a summative project and seminar in which the students will utilize their learned research skills to prepare and create a personal understanding and narrative of a regional issue from any location studied throughout the course. This understanding will be communicated to the class through presentation, finally culminating in a classwide discussion concerning the challenges facing the regions studied in class. The students will ultimately discuss their personal beliefs and ideas on the causes of the conflicts and challenges these regions face and the role they believe the United States should play in addressing these challenges.

#### Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in *Current Issues-US, Middle East, Asia Curriculum 2021-2022*:

- *2020 New Jersey Student Learning Standards: Social Studies*
  - 6.1: Era 16: Contemporary United States: Interconnected Global Society (1970s-Today)
    - 6.1.12.CivicsPD.16.a, 6.1.12.CivicsPR.16.a, 6.1.12.GeoHE.16.a, 6.1.12.EconGE.16.a, 6.1.12.EconNE.16.a-b, 6.1.12.HistoryUP.16.a, 6.1.12.HistoryCC.16.a-b
  - 6.2: Era 6. Contemporary Issues
    - 6.2.12.CivicsPI.6.a, 6.2.12.CivicsHR.6.a-b, 6.2.12.GeoPP.6.a, 6.2.12.EconGE.6.a-c, 6.2.12.HistoryCC.6.a
  - 6.3: Active Citizenship in the 21<sup>st</sup> Century
    - 6.3.12.HistoryCA.2
- *2016 New Jersey Student Learning Standards: English Language Arts Companions for Grades 11-12*
  - Reading: NJLSA.R2, NJLSA.R4, NJLSA.R6-9
    - RH.11.-12.1-3, RH.11.12.6-10
  - Writing: NJLSA.W1, NJLSA.W4, NJLSA.W6-10
    - WHST.11-12.1, WHST.11-12.4, WHST.11-12.6-10
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.2.12.EC.1-4
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
  - 9.4.12.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.8-9

#### Unit Essential Questions

- Why is it important to think for oneself and experiment with new ideas?
- \*What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?
- What defines a “news” source?

#### Unit Enduring Understandings

- Understanding how to locate and differentiate between multiple media sources is a vital life skill.
- \*It is critical for students to understand that the media and news represent multiple perspectives and inherent biases when reporting on current events, and informed global citizens must adopt a holistic approach during news consumption to come to an independent conclusion.

<ul style="list-style-type: none"> <li>● What defines a “historical” source?</li> <li>● *In what ways does the presentation of news define and alter understandings of historical and current events?</li> <li>● *How do personal beliefs and biases impact how individuals perceive current events?</li> <li>● Why is the United States involved in foreign regions?</li> <li>● What are the international and domestic consequences of the foreign entanglements?</li> </ul>	<ul style="list-style-type: none"> <li>● Exploring and defining a series of different historical lenses and applying them to a variety of situations to understand one’s own perspective and the perspective of others are important historical analysis skills.</li> <li>● *It is important for students to decipher and understand the critical role that word choice has in developing an argument and controlling the perspective presented on an event.</li> <li>● The intended audience in the modern context (i.e. traditional news vs. social media and how the audience shapes modern perspectives and arguments) plays a large role in how news is communicated.</li> <li>● The United States has grown increasingly globalized throughout the last century and that has come with both positive and negative effects and implications in multiple regions around the world.</li> <li>● *A well informed and productive discussion concerning modern issues, is based on being able to support personal conclusions with accurate and effective information.</li> <li>● The role of the United States in other countries has tangentially caused domestic events within the United States.</li> <li>● Effective communication of one’s personal perspective and research conclusions through presentation and written word is an essential life skill.</li> <li>● *It is critical to research and uncover bias when gathering information on a contemporary and often active issue, challenge, or conflict so that facts, not opinions, can drive conclusions.</li> </ul>	
<b>Evidence of Learning</b>		
<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>● classwork</li> <li>● homework</li> <li>● research and performance activities</li> <li>● Current Event of the Week (CEW)</li> <li>● News Origin Worksheet (NOW)</li> </ul>	<b>Summative Assessment:</b> CAPSTONE Project Seminar	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● The Big Project</li> <li>● Real Clear Politics</li> <li>● The Ground News</li> <li>● <i>The New York Times</i> Database</li> <li>● <i>ABC-Clio</i></li> <li>● <i>Facts on File</i></li> </ul>

### **Section IX: Unit Reflection**

The *Current Issues-US, Middle East, and Asia* Instructional Team must confer upon the completion of each instructional unit in the *Current Issues-US, Middle East, and Asia Curriculum 2021-2022* and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the *Unit Reflection Form*. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *Current Issues-US, Middle East, and Asia Curriculum*.

<b>Lesson Activities:</b>			
	<b>Strongly</b>	<b>Moderately</b>	<b>Weakly</b>
<b>Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;</b>			
<b>Are challenging and require higher order thinking and problem solving skills;</b>			
<b>Allow for student choice;</b>			
<b>Provide scaffolding for acquiring targeted knowledge/skills;</b>			

<b>Integrate global perspectives;</b>			
<b>Integrate 21<sup>st</sup> century skills;</b>			
<b>Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;</b>			
<b>Are varied to address different student learning styles and preferences;</b>			
<b>Are differentiated based on student needs;</b>			
<b>Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;</b>			
<b>Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;</b>			
<b>Provide opportunities for student reflection and self-assessment;</b>			
<b>Provide data to inform and adjust instruction to better meet the varying needs of learners;</b>			

### **Appendix** ***Writing Instruction and the RFH Community***

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

### **What types of writing situations should RFH students engage in?**

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)