

# Verona Public School District Curriculum Overview

## Contemporary Issues



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**Verona Public Schools Mission Statement:**

In partnership with a supportive community, we inspire our students to be creative, critical thinkers and compassionate global citizens through dynamic teaching, meaningful curricula, and enriching experiences.

**Course Description:**

In this one semester elective course, students will examine various dynamic issues facing today's world, whether as a citizen of the United States or as a member of the world community at large. This examination will enable them to discover their values and responsibilities as citizens in that society. Major historical, social, cultural, political, and economic issues in contemporary United States history will be highlighted in this course.

**Prerequisite(s):**

None

## Standard 8: Technology Standards

<b>8.1: Educational Technology:</b> <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	<b>8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> <li>X A. Technology Operations and Concepts</li> <li>X B. Creativity and Innovation</li> <li>X C. Communication and Collaboration</li> <li>X D. Digital Citizenship</li> <li>X E. Research and Information Fluency</li> <li>x F. Critical thinking, problem solving, and decision making</li> </ul>	<ul style="list-style-type: none"> <li>A. The Nature of Technology: Creativity and Innovation</li> <li>X B. Technology and Society</li> <li>C. Design</li> <li>D. Abilities for a Technological World</li> <li>E. Computational Thinking: Programming</li> </ul>

## SEL Competencies and Career Ready Practices

<b>Social and Emotional Learning Core Competencies:</b> <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	<b>Career Ready Practices:</b> <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
<b>Self-awareness:</b> The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> <li>X CRP2. Apply appropriate academic and technical skills.</li> <li>X CRP9. Model integrity, ethical leadership, and effective management.</li> <li>CRP10. Plan education and career paths aligned to personal goals.</li> </ul>
<b>Self-management:</b> The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> <li>CRP3. Attend to personal health and financial well-being.</li> <li>X CRP6. Demonstrate creativity and innovation.</li> <li>X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>X CRP11. Use technology to enhance productivity.</li> </ul>
<b>Social awareness:</b> The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> <li>X CRP1. Act as a responsible and contributing citizen and employee.</li> <li>X CRP9. Model integrity, ethical leadership, and effective management.</li> </ul>
<b>Relationship skills:</b> The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> <li>X CRP4. Communicate clearly and effectively and with reason.</li> <li>X CRP9. Model integrity, ethical leadership, and effective management.</li> <li>CRP12. Work productively in teams while using cultural global competence.</li> </ul>
<b>Responsible decision making:</b> The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> <li>X CRP5. Consider the environmental, social, and economic impact of decisions.</li> <li>X CRP7. Employ valid and reliable research strategies.</li> <li>X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>X CRP9. Model integrity, ethical leadership, and effective management.</li> </ul>

## Standard 9: 21<sup>st</sup> Century Life and Careers

<b>9.1: Personal Financial Literacy:</b> <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	<b>9.2: Career Awareness, Exploration &amp; Preparation:</b> <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	<b>9.3: Career and Technical Education:</b> <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> <li>A. Income and Careers</li> <li>B. Money Management</li> <li>C. Credit and Debt Management</li> <li>D. Planning, Saving, and Investing</li> <li>E. Becoming a Critical Consumer</li> <li>F. Civic Financial Responsibility</li> <li>G. Insuring and Protecting</li> </ul>	<ul style="list-style-type: none"> <li>A. Career Awareness (K-4)</li> <li>B. Career Exploration (5-8)</li> <li>X C. Career Preparation (9-12)</li> </ul>	<ul style="list-style-type: none"> <li>A. Agriculture, Food &amp; Natural Res.</li> <li>B. Architecture &amp; Construction</li> <li>C. Arts, A/V Technology &amp; Comm.</li> <li>D. Business Management &amp; Admin.</li> <li>E. Education &amp; Training</li> <li>F. Finance</li> <li>G. Government &amp; Public Admin.</li> <li>H. Health Science</li> <li>I. Hospital &amp; Tourism</li> <li>J. Human Services</li> <li>K. Information Technology</li> <li>L. Law, Public, Safety, Corrections &amp; Security</li> <li>M. Manufacturing</li> <li>N. Marketing</li> <li>O. Science, Technology, Engineering &amp; Math</li> <li>P. Transportation, Distribution &amp; Log.</li> </ul>

## Course Materials

<b>Core Instructional Materials:</b> <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	<b>Differentiated Resources:</b> <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<i>Naked Economics</i>	<ul style="list-style-type: none"> <li>● <i>The New York Times</i></li> <li>● <i>Wall Street Journal</i></li> <li>● <i>The Week</i></li> <li>● <i>New York Times Upfront</i></li> <li>● <i>The Economist</i></li> <li>● <i>United Nations Issue Briefings</i></li> <li>● <i>Congressional Record</i></li> <li>● <i>YouTube videos</i></li> <li>● <i>Print News Sources</i></li> <li>● <i>Television News</i></li> <li>● <i>Scholarly Readings</i></li> <li>● <i>State and local news sources</i></li> </ul>

### CONTEMPORARY ISSUES

**Unit Title / Topic:** 1 / Media Literacy and Society

**Unit Duration:** 3 weeks

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSLs) for Social Studies

6.1.12.A.16.a. Examine the impact of media and technology on political and social issues in a global society.

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.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

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.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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.

RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

WHST.11-12.1. Write arguments focused on *discipline-specific content*.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

### CONTEMPORARY ISSUES

- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

### **Transfer Goal:**

Students will be able to independently use their learning to...

Effectively evaluate bias and perspective when consuming media in order to analyze the roots of key American issues.

## Meaning

### Students will understand that:

*Students will understand that:*

- The driving force of most media organizations is profits
- Media coverage varies based on bias, business needs, and determination of story relevance
- The manner in which people consume media is evolving drastically in order to meet the needs of different generations
- Perspective and bias in media requires consumers to determine reliability and truth
- Individuals rely on media in order to guide their interactions with interests and decision-makers
- The media set the policy agenda for Americans

### Essential Questions:

- What forces govern the actions of media enterprises?
- Why does media coverage vary?
- Why do media sources evolve?
- What responsibilities do consumers of media have when interacting with sources?
- How to people use media in their lives and professions?
- How to politics and media interact?

## Acquisition of Knowledge & Skills

### Students will know:

- Several large conglomerates own most of the media in the country
- Media outlets are usually for-profit enterprises that are responsible to shareholders
- There are accusations of media bias by most points of the political spectrum
- Media outlets demonstrate bias by determining which stories to cover
- Media outlets demonstrate bias by determining which components of stories are covered
- There are both news and commentary components of media
- Media outlets are evolving to meet the needs of different generations
- Traditional print media, television, radio, web-based sources, and social media each have strengths and weaknesses
- Consumers are participating at an increasing rate in determining news sources
- Individuals must compare coverage in multiple media sources in order to create a complete picture
- The media set the policy agenda for the country by covering specific issues
- Electronic platforms have created opportunities for individuals to post news and comments

### Students will be able to:

- Identify the various media sources in America.
- Analyze the strengths and weaknesses of each type of media source.
- Analyze how the media have developed in order to satisfy the needs of changing demographics.
- Identify the six major corporate media conglomerates in America, and the other companies that they own.
- Analyze the impact of corporate ownership on media reporting and bias.
- Examine media pieces for apparent bias.
- Generate neutral media coverage through examination of multiple sources.
- Identify reasons why particular media sources cover specific issues.
- Analyze the impact of soundbytes in media reporting.
- Identify which sources are traditionally liberal, conservative, or neutral
- Analyze how biased media has been a historic trend
- Analyze why claims of media bias are both effective and ineffective strategies for politicians and organizations
- Analyze how consumers are driving media coverage.
- Explain how individuals are producing news and fake news through social media sources.
- Analyze how the media set the policy agenda for the country.

- Fake news is becoming more evident in national and world media due to the variety of sources that exist

- Evaluate how open commentary on news items has changed the structure of media.
- Identify fake news sources and pieces.
- Analyze the impact of fake news on American politics.
- Conduct effective research using media and scholarly sources.
- Analyze, compare, contrast, and synthesize text.
- Use specific textual evidence to support their conclusions.
- Create and test hypotheses.
- Compose organized written products based on thesis statements and evidence.

## Stage 2: Acceptable Evidence

### Transfer Task

Students will evaluate media sources considered to be conservative, relatively neutral, and liberal. Students will read, watch, and listen to coverage related to a current event or issue in America. Students will attempt to use the sources available to create a story that would be neutral coverage. Students will film their version of the news coverage. Students will be encouraged to attempt to find primary sources including video, emails, etc., to help to support their conclusions. Students will analyze how Americans have reacted to the media, and will suggest how that reaction would have been different with a neutral source. Students will read the projects of at least three of their peers in order to identify potential bias. Students will then revise based on this feedback.



**Unit Title / Topic:** 2 / Interests and Organizations in America

**Unit Duration:** 4 weeks

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSLs) for Social Studies

- 6.1.12.A.15.b. Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.
- 6.1.12.A.15.f. Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
- 6.1.12.B.15.a. Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
- 6.1.12.C.15.a. Relate the role of America's dependence on foreign oil to its economy and foreign policy.
- 6.1.12.C.15.b. Assess economic priorities related to international and domestic needs, as reflected in the national budget.
- 6.1.12.D.15.d. 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.A.16.a. Examine the impact of media and technology on political and social issues in a global society.
- 6.1.12.A.16.b. Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
- 6.1.12.A.16.c. Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
- 6.1.12.B.16.a. Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.
- 6.1.12.C.16.a. Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
- 6.1.12.C.16.b. Predict the impact of technology on the global workforce and on entrepreneurship.
- 6.1.12.C.16.c. Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
- 6.3.12.D.1. Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 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.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

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- G. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- H. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- I. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- J. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- F. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- G. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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- I. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
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WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

**Transfer Goal:**

Students will be able to independently use their learning to...

- Use their understanding of the competing political forces and linkage institutions in America to determine the best methods by which to effect change on a particular issue.

**Meaning**

**Students will understand that:**

*Students will understand that:*

- There are several theories of how interest groups influence government policy, but that all suggest a correlation.
- Political parties help to link individuals to government in their efforts to gain power through elections.
- Organized political efforts pool the resources of many individuals, but also tend to silence minority opinions?
- There exists a spectrum of opinion on most key issues.
- Government institutions act in the manner most likely to fulfill the goals of the most powerful interests.
- Individuals must interact consistently and persistently in order to make meaningful change
- The role of the court systems in shaping policy is a matter of enduring debate.
- Protest has both positive and negative consequences on change efforts.

**Essential Questions:**

- How do special interests influence government policy?
- How do party politics affect individual lives?
- Why are organized political efforts more successful?
- Why are there unresolved differences with respect to major national issues?
- How do government institutions interact when responding to issues and creating policy?
- How do individuals interact with linkage institutions and government when an issues affects them?
- How do the court systems change the nature of laws?
- How does organized protest influence government and policy?

**Acquisition of Knowledge & Skills**

**Students will know:**

- That federalism is the division of powers between national, state, and by extension, local governments.
- Local, regional, and national governments have varying powers that are unique, but also overlap.
- Certain issues (taxation, criminal justice, etc.) are present on both state and national levels.
- Certain issues (immigration, education) are primarily a national or state issue, but that lines are often blurred.
- Special interests are groups that organize in order to effect a particular policy initiative.
- Interest groups can exist on local, state, and national levels.
- Linkage institutions connect the people to the structures of government.
- Linkage institutions both provide and receive information from the people.
- Issue organizations provide specialized support to policy-makers.
- Major parties include the Democratic and Republican organizations.
- Minor parties include the Socialist, Green, Constitution, Libertarian, etc.
- Minor parties have brought issues to the forefront of elections.
- Minor parties have resulted in voter swings in elections.
- Special interests can use litigation, organizing, and political donations to make change.
- Coordinated political efforts gain the attention of policy-makers.
- Individual case work is not as effective in making large-scale change.
- There is a political spectrum that seeks to measure one's ideology based on a series of factors.
- There is no specific formula for why/how people believe specific things.
- The key agent of political socialization is family.
- There are a series of agents of political socialization that influence individual opinions on issues.
- Political issues are often based in a series of complex, competing interests.
- State and local legislatures are often more responsive to the policy desires of individuals and small groups.
- The courts use judicial review to support or deny legislative and executive policy.
- Judges frequently act using restraint or activism when adjudicating cases, and are often criticized for such.

**Students will be able to:**

- Identify the concept of federalism.
- Differentiate between local, regional, national, and international governments.
- Differentiate between local, regional, national, and international issues.
- Differentiate between local, regional, national, and international special interest groups.
- Define and identify special interest groups.
- Define and identify linkage institutions.
- Explain the role of special interest groups in America.
- Explain the role of linkage institutions in America.
- Explain the purpose of political parties.
- Identify major and minor political parties in America.
- Analyze the impact of third parties on American elections.
- Analyze how political parties influence government operations.
- Analyze how linkage institutions influence government policy.
- Analyze the impact of linkage institutions on individual lives.
- Evaluate the effectiveness of coordinated political efforts.
- Analyze why there is a spectrum of political ideals.
- Identify their locations on the political spectrum.
- Analyze why they possess particular stances on issues.
- Determine the roots of various enduring political issues in America.
- Explain how state and local legislatures participate in the policy-making process.
- Explain how the courts participate in the policy-making process.
- Analyze the impact of judicial review.
- Compare the concepts of judicial activism and judicial restraint in a policy context.
- Analyze how protest influences the policy process.
- Analyze how protest can both bolster and undermine an issue campaign.
- Conduct effective research using media and scholarly sources.
- Analyze, compare, contrast, and synthesize text.
- Use specific textual evidence to support their conclusions.
- Create and test hypotheses.
- Compose organized written products based on thesis statements and evidence.

- Protest brings publicity to political issues, which can have both positive and negative consequences.

## Stage 2: Acceptable Evidence

### Transfer Task

In groups, students will be provided with scenarios that reflect issues faced by various components of American society. (individuals, political groups, corporations, non-profits, interest groups, etc.) Students will determine which institutions would be best used to address the provided issues, paying specific attention to how the various forces interact. Students will then determine how their issues relate to others that are being examined by their peers. Students will engage in negotiations in an effort to make the most change for the most people. Students will analyze the positive and negative consequences of this approach.

**Unit Title / Topic:** 3 / Domestic Issues and Policy

**Unit Duration:** 5 weeks

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSLs) for Social Studies

- 6.1.12.A.15.b. Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.
- 6.1.12.A.15.f. Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
- 6.1.12.B.15.a. Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
- 6.1.12.C.15.a. Relate the role of America's dependence on foreign oil to its economy and foreign policy.
- 6.1.12.C.15.b. Assess economic priorities related to international and domestic needs, as reflected in the national budget.
- 6.1.12.D.15.d. 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.A.16.a. Examine the impact of media and technology on political and social issues in a global society.
- 6.1.12.A.16.b. Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
- 6.1.12.A.16.c. Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
- 6.1.12.B.16.a. Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.
- 6.1.12.C.16.a. Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
- 6.1.12.C.16.b. Predict the impact of technology on the global workforce and on entrepreneurship.
- 6.1.12.C.16.c. Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
- 6.1.12.D.16.c. Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
- 6.3.12.A.1. Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2. Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.C.1. Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1. Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

### CONTEMPORARY ISSUES

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.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

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.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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.

RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

WHST.11-12.1. Write arguments focused on *discipline-specific content*.

- K. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- L. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- M. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- N. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- O. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- K. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- L. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- M. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- N. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- O. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

**Transfer Goal:**

Students will be able to independently use their learning to...

- Respond to current domestic issues in America that affect and require attention from the public.

**Meaning**

**Students will understand that:**

*Students will understand that:*

- Laws can be created for proactive and reactive reasons, and are guided by special interests.
- Individual rights are balanced with the needs of others and the state.
- Americans feel affected by different issues, and thus prioritize uniquely
- American issues evolve due to work by individuals, linkage institutions, and government structures.
- Policy is influenced by scarcity and opportunity cost.
- Social issues evolve based on normalization of actions and evolving standards of decency.

**Essential Questions:**

- What influences the creation of laws?
- How are the lengths of individual rights determined?
- How are the needs of the individual and state balanced?
- What are the key issues facing Americans?
- Why do the most prominent issues evolve?
- How do economics influence issues and policy?
- Why do social issues / values evolve?



## Acquisition of Knowledge & Skills

### Students will know:

- That there are many competing social, political, and economic issues facing America.
- Issues receive attention based on media coverage, grassroots organizing, corporate communication, and interest group messaging.
- That policy initiatives can be stalled and advance rapidly.
- Many issues are not receiving the attention of institutions.
- That organizing is key to issue recognition.
- Creation of policy can both expand and restrict individual and group rights.
- Issues and policy changes have both positive and negative economic consequences.
- Social issues and values evolve based on the opinions of the majority and pressure by the minority.
- Standards of decency evolve, and policy responds to those changes.
- Demographic groups differ in their identification of issues and response to policy.
- That identified issues must be specific, and conducive to response.
- Policy plans must have objectives that are clear, concise, and measurable.
- Questioning of policy recommendations leads to clarification and improvement of plans.

### Students will be able to:

- Identify key social, political, and economic issues facing America.
- Analyze why particular issues receive more attention from stakeholders.
- Identify current policy initiatives on multiple levels and branches of government.
- Identify issues that are not receiving attention of government and linkage institutions.
- Explain how the policy-making process can affect individual and group rights.
- Trace the evolution of identified issues and policy responses.
- Analyze why existing policy and recommendations change.
- Analyze the economic consequences of policy initiatives.
- Analyze why social issues and values evolve over time.
- Explain how and why politics, society, and economics interact when responding to American issues.
- Analyze how demographics like race, gender, socioeconomics, regionalism, and regionalism create varying opinions and responses to American issues.
- Make policy recommendations to address key issues in America.
- Create plans to effect policy change.
- Justify policy recommendations and implementation plans to groups of peers and experts.
- Question the plans of others in order to develop the most effective plans.
- Conduct effective research using media and scholarly sources.
- Analyze, compare, contrast, and synthesize text.
- Use specific textual evidence to support their conclusions.
- Create and test hypotheses.
- Compose organized written products based on thesis statements and evidence.

## Stage 2: Acceptable Evidence

### Transfer Task

Students will work in groups to identify current American issues that requires attention from the public. Students will engage in a media and issues analysis that reveals how individuals and groups can make impacts on the issue. Students will create a plan for intervention on a local or regional level, and will present to the class. After in-depth peer and teacher review, students will act on parts of the plan, and will create a metric with which to measure success. Students will create awareness campaigns targeted at media, special interests, legislators, executive branch departments, and the public that would support the adoption of their recommendation. Time permitting, students will contact individuals in those areas in order to pitch their ideas. A panel of experts will hear presentations, conduct Q/A, and provide feedback.

**Unit Title / Topic:** American Foreign Policy

**Unit Duration:** 5 weeks

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSLs) for Social Studies

- 6.1.12.A.15.b. Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.
- 6.1.12.A.15.c. Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
- 6.1.12.A.15.d. Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- 6.1.12.A.15.e. Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.
- 6.1.12.A.15.f. Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
- 6.1.12.B.15.a. Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
- 6.1.12.C.15.a. Relate the role of America's dependence on foreign oil to its economy and foreign policy.
- 6.1.12.C.15.b. Assess economic priorities related to international and domestic needs, as reflected in the national budget.
- 6.1.12.D.15.a. Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.
- 6.1.12.D.15.b. Compare the perspectives of other nations and the United States regarding United States foreign policy.
- 6.1.12.D.15.c. Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
- 6.1.12.D.15.d. 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.A.16.a. Examine the impact of media and technology on political and social issues in a global society.
- 6.1.12.A.16.b. Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
- 6.1.12.A.16.c. Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
- 6.1.12.B.16.a. Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.
- 6.1.12.C.16.a. Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
- 6.1.12.C.16.b. Predict the impact of technology on the global workforce and on entrepreneurship.
- 6.1.12.C.16.c. Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
- 6.1.12.D.16.a. Analyze the impact of American culture on other world cultures from multiple perspectives.

### CONTEMPORARY ISSUES

6.1.12.D.16.c. Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

6.3.12.A.1. Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

6.3.12.A.2. Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

6.3.12.C.1. Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.

6.3.12.D.2. Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

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.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

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.

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Q. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

## CONTEMPORARY ISSUES

- R. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- S. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- T. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- P. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Q. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- R. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- S. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- T. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

### **Transfer Goal:**

Students will be able to independently use their learning to...

- Create a foreign policy recommendation for the United States government. (Presidency, Congress, or Bureaucracy) based on an political, defense, social, or economic issue that is of strategic or humanitarian importance to the United States.

## Meaning

### Students will understand that:

*Students will understand that:*

- Globalization and security connect American interests to those of the world.
- American foreign policy must consider the strategic connection to international issues.
- Individuals are affected by a complex web of relationships that are guided by international issues.
- Globalization can both increase and decrease political and economic advantage.
- America is heavily scrutinized by world powers and individuals, as it is considered a leader in the global community.
- The United States intervenes in furtherance of its interests, and also as a member of world and regional coalitions due to its military and economic strength.
- International policy is a dynamic process that is based on evolving needs and developments.

### Essential Questions:

- Why are American interests tied to the world?
- How do international issues influence American policy?
- How do international issues affect individuals?
- Why is globalization both a positive and negative force?
- How is America perceived by the world?
- Why is American intervention common in foreign issues?
- Why do Americans change their international policy priorities?

## Acquisition of Knowledge & Skills

### Students will know:

- That existing and potential foreign policy issues are constantly evolving.
- Much of foreign policy is reactive.
- Foreign policy priorities evolve based on the occupants of government offices.
- International issues affect individuals through economics and freedom of movement.
- Personal, corporate, and business environments are influenced by international affairs and American response.
- Globalization increases cooperation, trade, and cultural exchange.
- Globalization increases competition and resentment.
- Perception of America by foreign powers is affected by office holders, policy initiatives, and corporate actions.
- The United States works deliberately to increase and maintain its world profile.

### Students will be able to:

- Identify existing and potential foreign policy issues for America.
- Explain how American interests are tied to international affairs.
- Analyze how the social, political, and economic environments in America are influenced by globalization and world affairs.
- Analyze how International issues affect individuals.
- Examine how globalization affects American government, business, and individuals.
- Analyze why globalization is both a positive and negative force.
- Analyze how/why world powers and individuals perceive America.
- Examine how the United States is attempting to improve its global profile.
- Explain why America is frequently involved in world issues.
- Analyze the arguments for increased isolationism and decreased involvement in world affairs.
- Analyze why America is a global leader.

- Individuals and groups prefer isolationism and decreased intervention in foreign affairs in order to decrease cost and military deployments.
- America continues to be a global leader due to economic and military strength.
- World views on America are increasingly dynamic.
- American resources are frequently required in world affairs.
- Americans change policy priorities based on opportunity cost, domestic issues, and actions of world leaders.

- Analyze whether America's profile is increasing or decreasing in world affairs.
- Analyze the reasons why American resources are often required in response to world events.
- Analyze why Americans change their policy priorities.
- Conduct effective research using media and scholarly sources.
- Analyze, compare, contrast, and synthesize text.
- Use specific textual evidence to support their conclusions.
- Create and test hypotheses.
- Compose organized written products based on thesis statements and evidence.

## Stage 2: Acceptable Evidence

### Transfer Task

Students will work in groups to create a foreign policy recommendation for the United States government. (Presidency, Congress, or Bureaucracy) based on a political, defense, social, or economic issue that is of strategic or humanitarian importance to the United States. Students will base the recommendation off of research, including media and peer-reviewed sources. Students will present their ideas to the rest of the class for feedback. Students will create a metric with which to determine the future success of their plan using measurable steps and goals. Students will create awareness campaigns targeted at media, special interests, legislators, executive branch departments, and the public that would support the adoption of their recommendation. Time permitting, students will contact individuals in those areas in order to pitch their ideas. A panel of experts will hear presentations, conduct Q/A, and provide feedback.