Summit Public Schools
Summit, New Jersey

The United States in International Affairs: Grades 11-12

Length of Course: One Semester

Curriculum

Course Description:

The United States in International Affairs is a one-semester course designed to give students an introduction to the issues facing the U.S. and global community in the 21st Century. This course will emphasize both the uniqueness and the interdependence of nations when formulating a positive role for the United States in International Affairs. As globalization creates interdependence among nations and peoples in terms of economic, political, and cultural realities, the study of international relations assumes an even greater importance in the education of an informed citizenry.

Course of Study:

Unit 1: Globalization
Unit 2: International Economics and Development
Unit 3: The Behavior of Nations
Unit 4: Global Environmental Issues
Units 5-7: Regional Case Studies
Unit I: Globalization

Standard 6.2 Global Studies/World History and 6.3 Active Citizenship in the 21st Century

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

All students will acquire skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in an interconnected world.

Big Ideas: Course Objectives / Content Statement(s)

The dynamic forces shaping globalization include modernizing economies, the integration of technology and markets, the spread of new ideas and the connection of different cultures that did not exist before. Globalization refers to economic, political, cultural, and social transformations occurring throughout the world. Over the last 20 years, it has fundamentally changed the international system and altered the lives of millions of people globally. Among the dynamic forces related to globalization are the spread of western economic and political structures to more countries around the globe. The world is increasingly connected by a web of trade, technology, culture and common political values (self-determination). Traditional dividing lines based on borders and cultures have blurred. Yet the problems that have haunted mankind for centuries have not disappeared. Violence continues to erupt over land and power, billions of people live in poverty and tyrannical governments use fear and intimidation to maintain authority. In addition, the role of non-state actors, including terrorist groups, has increased over the last few decades providing additional challenges to policymakers.

1. To what extent has Globalization affected our standard of living and quality of life and that of the rest of the world?
2. What are the most important economic and political forces shaping international relations and why? To what extent has America’s role in international relations been altered post 9/11?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that…

1. The process of Globalization is altering the traditional economic arrangements post WWII between countries, both developed and developing, as well as the relationship between employer and employee in the U.S. There are “winners” and “losers” as creative, dynamic
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<tr>
<td>3. How has the movement of international corporations coupled with rapidly changing technologies affected the U.S. and other countries?</td>
<td>economic forces alter these relationships.</td>
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<tr>
<td>2. American capitalism is one of the key dynamic forces influencing the process of Globalization and the face of Globalization is often an American international corporation i.e. Coke, McDonalds.</td>
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<td>3. American democracy and American values are at the core of the political influences within this dynamic Globalization movement. Most importantly the concept of self-determination is at the center of the political forces accompanying these changes worldwide.</td>
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<td>4. The advent of computer technology and the World Wide Web has dramatically leveled the “playing field” between countries that are emerging/developing, such as China, India, and Brazil and the more developed economies of the west.</td>
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<td>5. This has allowed millions more to compete in the world economy. The new technologies have dramatically reduced the cost of doing business which has led to new ways for people to collaborate and for companies to shift work anywhere in the world.</td>
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<td>6. One challenge for the U.S. to remain competitive, as more countries open their economies (China, India, Russia, Eastern Europe, Brazil, Mexico) is to bridge the “education gap” where American high school students consistently score lower than their overseas counterparts.</td>
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<tr>
<td>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</td>
<td>Examples, Outcomes, Assessments</td>
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<tr>
<td>---------------------------------------------------------------</td>
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<tr>
<td>Students will: 6.2.12. A.6.a</td>
<td>Instructional Focus:</td>
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<tr>
<td>6.2.12.A.6.b</td>
<td>1. Evaluate and analyze how</td>
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<tr>
<td>6.2.12.B.6a</td>
<td>globalization is affecting our</td>
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<tr>
<td>6.2.12.D.6a</td>
<td>standard of living and livelihood</td>
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<td><strong>Unit Objectives:</strong></td>
<td>2. Evaluate and analyze America’s</td>
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<td>changing role in international</td>
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<td>affairs and identify the most</td>
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<td>important economic and political</td>
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<td>forces shaping international</td>
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<td>relations.</td>
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<tr>
<td>1. Analyze and evaluate strengths and weaknesses of major</td>
<td>3. Analyze “Pew Graphs” &amp; “Foreign</td>
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<tr>
<td>world regions using created profiles; explain the</td>
<td>Perceptions” of the U.S. and draw</td>
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<tr>
<td>concept of self-sufficiency.</td>
<td>conclusions from the information</td>
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<tr>
<td>2. Define interdependence as it relates to international</td>
<td>presented in those graphs &amp; charts.</td>
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<tr>
<td>economics; analyze how the U.S. is dependent on select</td>
<td>4. Evaluate the movement of</td>
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<td>parts of the world for natural and/or strategic resources.</td>
<td>international corporations to</td>
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<td>3. Examine various examples of interdependence especially</td>
<td>utilize foreign countries with</td>
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<td>as it relates to international economics including</td>
<td>high education levels &amp; low</td>
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<tr>
<td>economic, political, social, resource, and technology.</td>
<td>labor costs in high tech</td>
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<td>4. Evaluate the role of trade on international relations</td>
<td>industries, and determine the</td>
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<tr>
<td>and determine why the U.S. promotes free trade.</td>
<td>effects on U.S. jobs generally</td>
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<td>5. Explain various international relations terminology</td>
<td>considered safe from downsizing.</td>
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<td>(free trade, sanctions, greenhouse effect etc.</td>
<td>5. Interpret political cartoons</td>
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<td>6. Identify and examine the most important economic and</td>
<td>identifying the values and</td>
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<tr>
<td>political forces shaping international relations.</td>
<td>viewpoints &amp; draw conclusions.</td>
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<td>7. Explain, analyze, and evaluate current trends in a</td>
<td>Sample Assessments/outcomes:</td>
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<td>rapidly changing global and political environment</td>
<td>• Analysis of political cartoons from</td>
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<td>including economic, health &amp; environment, politics-</td>
<td>around the world related to</td>
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<td>spread of democracy, and culture and values.</td>
<td>globalization.</td>
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<td>8. Analyze and evaluate foreign</td>
<td>• Analysis of Pew Graphs related</td>
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<td>perceptions of the U.S. by examining political cartoons</td>
<td>to global attitudes concerning</td>
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<td>and various graphs and charts.</td>
<td>trade, globalization, democracy,</td>
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<td>9. Evaluate the movement of international corporations to</td>
<td>and perceptions of U.S. etc.</td>
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<td>countries with high education levels and low labor costs</td>
<td>• Reading and study guides from</td>
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<td>and determine how this will effect U.S./global employment.</td>
<td>“The U.S. Role in a Changing</td>
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<td>10. Interpret a variety of world maps and derive data to</td>
<td>World” <em>Choices</em> - Brown</td>
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<td>create a written profile.</td>
<td>University.</td>
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<td>• Discussion/written summaries,</td>
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<td>evaluations and conclusions of,</td>
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<td>topics such as impact of:</td>
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<td>economic globalization, health</td>
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<td>and the environment, politics,</td>
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<td>and culture and values using</td>
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<td>sources such as <em>Choices for the 21st Century</em>.</td>
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</table>
of life in a given area of the world.

11. Explain and analyze information gathered from resource maps.

from Brown University's Watson Institute for International Studies, Foreign Policy Association articles, diverse news sources.

- Essay and short answer assessments (i.e. “To what extent has globalization been a positive/negative influence on American society? Global society? Who opposes it and why? Who supports it and why?
- Multiple choice assessments based on CPIs/objectives (i.e. positive/negative impact of free trade)

Interdisciplinary Connections

- Political Science and economics
- Human Rights (UN Declaration)
- History Post WWII, Decolonization.

Technology Integration:

- Use of Summit’s Portal for ongoing discussions on contemporary issues; Arab Spring Uprising, Famine in Africa, debt crises in the U.S. and Europe, pollution issues in China etc.

- Use of the computer lab for research and presentation of information on select topics (i.e. iMovie, presentation software such as Prezi, PPT)

Media Literacy:

- Use of the Media Studio for collaborative projects (i.e. TV news report on current global issue, conflict, crisis or topic from unit.)
- Evaluate news sources from around the world- how info presented.
- Analyze global attitudes about issues in unit using online Pew Research data. Analyze and evaluate how/why attitudes and perspectives vary.
Unit II: International Economics and Development

Students will: 6.2.12. A.6.a
6.2.12.A.6.b
6.2.12.B.6a
6.2.12.D.6a

Unit Objectives:

1. Analyze and evaluate strengths and weaknesses of major world regions using created profiles; explain the concept of self-sufficiency.
2. Define interdependence as it relates to international economics; analyze how the U.S. is dependent on select parts of the world for natural and/or strategic resources.
3. Examine various examples of interdependence especially as it relates to international economics including economic, political, social, resource, and technology.
4. Evaluate the role of trade on international relations and determine why the U.S. promotes free trade.
5. Explain various international relations terminology (free trade, sanctions, greenhouse effect etc.
6. Identify and examine the most important economic and political forces shaping international relations.
7. Explain, analyze, and evaluate current trends in a rapidly changing global and political environment including economics, health & environment, politics- spread of democracy, and culture and values.
8. Analyze and evaluate foreign perceptions of the U.S. by examining political cartoons and various graphs and charts.
9. Evaluate the movement of international corporations to countries with high education levels and low labor costs and determine how this will effect U.S./global employment.
10. Interpret a variety of world maps and derive data to create a written profile of life in a given area of the world.
11. Explain and analyze information gathered from resource maps.

Instructional Focus:

1. Evaluate and analyze how Globalization is affecting our standard of living and livelihood
2. Evaluate and analyze America’s changing role in international affairs and identify the most important economic and political forces shaping international relations.
3. Analyze “Pew Graphs” & “Foreign Perceptions” of the U.S. and draw conclusions form the information presented in those graphs & charts.
4. Evaluate the movement of international corporations to utilize foreign countries with high education levels & low labor costs in high tech industries, and determine the effects on U.S. jobs generally considered safe from downsizing.
5. Interpret political cartoons identifying the values and viewpoints & draw conclusions.

Sample Assessments/outcomes:
• Analysis of political cartoons from around the world related to globalization.
• Analysis of Pew Graphs related to global attitudes concerning trade, globalization, democracy, and perceptions of U.S. etc.
• Reading and study guides from “The U.S. Role in a Changing World” Choices- Brown University.
• Discussion/written summaries,

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All students will acquire skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in an interconnected world.

**Big Ideas:** *Course Objectives / Content Statement(s)*

With the world’s economic development influenced by the dynamic process of globalization, it is necessary to evaluate the gaps between economically developed (EDC) and less economically developed (LDC) nations. One needs to look at the role of various factors when measuring development, especially the role of population growth and policies in the developing world. What are the roles of debt, trade, and aid in their development and what creative solutions and alternative policies are needed to aid in this development? What are the benefits to improving the economies and standards of living in less developed countries?

**Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

1. What factors determine differences between rich and poor countries? What are the challenges facing poor countries? What are measures of development?

2. To what extent are economically developed countries responsible for improving less developed countries?

3. How do foreign exchange markets play a role in development? How do debt, trade, and aid affect economic development for less developed countries?

**Enduring Understandings**

*What will students understand about the big ideas?*

Students will understand that…

1. Identify and explain the most common measures of development and evaluate their relative merits.

2. Analyze the role of different factors that measure economic wealth, health, and quality of life. Determine which factors are more important and why.

3. Examine the challenges facing the poorest countries and what is needed to improve life for more than half of the world’s population.

4. Evaluate the role (if any) of the U.S in this development process.

5. Examine foreign exchange markets and evaluate how interest rates and economic conditions & policies can influence the value and demand for a particular currency & the effects this has on trade.

6. Define capital and how a developing country can obtain it.
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<thead>
<tr>
<th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th>
<th>Examples, Outcomes, Assessments</th>
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<tbody>
<tr>
<td>Students will: Students will master the following NJCCS:</td>
<td>Instructional Focus:</td>
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<tr>
<td>6.2.12.A.6.a</td>
<td>1. Measures of development &amp; the role of different factors affecting development like population growth</td>
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<tr>
<td>6.2.12.A.6.b</td>
<td>2. Evaluation of debt, trade, and aid in assisting the less developed countries (LDC’s)</td>
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<tr>
<td>6.2.12.B.6.a</td>
<td>3. Creative solutions and alternative policies by economically developed countries (EDC’s)</td>
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<tr>
<td>6.2.12.C.6.a, b, c, d</td>
<td>4. What are the moral issues connected with aiding in the development LDC’s?</td>
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<td>6.2.12.D.6.a</td>
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<td>6.3.12.C.1</td>
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**Unit Objectives:**

1. Identify and explain common measures of development and evaluate their relative merits.
2. Evaluate statistical measures of development in select areas of the world.
3. Explain the role of geography in the development process including the “geography of poverty.”
4. Explain sustainable development and the role of education in creating the necessary skills for development.
5. Explain the importance of capital formation to the development process & the four sources of capital.
6. Analyze the role of the U.S. in capital formation & distribution (foreign aid and capital markets etc.).
7. Examine how political instability inhibits economic development and how a region’s cultural norms can influence economic and political development.
8. Explain the dramatic growth of the world’s population to over 7 billion; analyze the implications of this growth on development.
9. Evaluate alternative methods to dealing with development issues i.e. Jeffrey Sachs, Peter Singer, etc.

**Sample Assessments/outcomes:**

- Present/discuss analysis and evaluation of differences between two countries (one economically developed, the other not), using measures of development such as GDP/capita, infant mortality, literacy etc. Write-up, present findings.
- Simulation on foreign exchange markets and foreign currencies and the mechanics of trade
- Written/verbal/ or visual interpretation of work of economists such as Jeffrey Sachs on development. Develop informed opinion on efficacy of development models.
- Discussion/written response to Peter Singer’s controversial work on development.
- Multiple choice assessments related to objectives/CPIs
- Essay and short answer responses, assessments relating to development and global economic/political/moral issues.

**Interdisciplinary Connections:**

- Political Science and economics:
- Science, genetics, nutrition
- Ethics/Morality(Singer) and religion
- Literature
- Geography

**Technology Integration:**

- Use of Summit’s Portal for ongoing discussions on contemporary issues; Economic development and the role of the U.S in promoting it/not promoting it.
- Use of the computer lab/Media Center for research and preparation of info related to EDC/LDCs;
- Use of demonstration software: Prezi, iMovie, PowerPoint for both students/teachers to share learning.

**Media Literacy:**

- Use of the Media Studio for projects such news cast/TV show on differences between LDC/EDC or debate about “appropriate” role for U.S. to play in development around the world.
- Examine media sources from around the globe- compare/contrast how events are reported and why?
- Evaluate Perseptive.

**Global Perspectives**- examination of select nations around globe representing various stages of economic and modern development

Creativity and Innovation- presentation of findings- i.e. presentation software, TV studio.

Critical Thinking and Problem Solving- development of informed opinion concerning what students believe is the
“appropriate” role for U.S. to play.

Communication and Collaboration- see projects in outcomes/assessments

Information Literacy- assessment of veracity of findings related to research on countries.

Unit III: The Behavior of Nations

Standard (6.2 Global Studies/World History and 6.3 Active Citizenship in the 21st Century

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

All students will acquire skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in an interconnected world.

Big Ideas: Course Objectives / Content Statement(s)
As the world becomes more integrated economically and political ideas and values are exchanged, there will be a need to reassess foreign policy and national interests. Diplomacy will be an important ingredient when dealing with the many issues associated with the process of globalization. A reassessment of nuclear proliferation policies and how the world deals with weapons of mass destruction will be necessary. While The United Nations is supposed to be an important instrument of authority when dealing with critical international issues, it often has proved ineffective. This leaves room for more bilateral and multilateral solutions, as well as other forms of intergovernmental and non-governmental actors to shape the outcome of international conflicts. Non-government actors, in the form of terrorist groups, have also had increased their roles in shaping the behavior of nations.

Enduring Understandings
What will students understand about the big ideas?

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>What provocative questions will foster inquiry, understanding, and transfer of learning?</th>
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<tbody>
<tr>
<td>1. To what extent does a country’s national interests inevitably lead them into conflict with other nations?</td>
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<td>2. How do the interests and actions of developing nations differ from those of economically developed nations?</td>
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<td>3. What makes foreign policy effective</td>
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<tr>
<th>Enduring Understandings</th>
<th>Students will understand that…</th>
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<tr>
<td>1. What are national interests? Three issues drive a country’s national interest: security, economics and ideology (beliefs). For a country to get involved around the world, one or more of those interests must be present.</td>
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<td>2. Virtually no democratic society (nation)</td>
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and what tools are used? What are the characteristics of modern diplomacy?

4. To what extent is the United Nations an effective force in international relations?

5. How have other non-government “actors” gained influence in how nations behave towards one another?

has ever gone to war against another democratic country. However, the lines between democratic countries and those claiming to be “democratic” are blurring, as is the case with those calling themselves communist (i.e. China). None the less, capitalism and market economies dominate the global economic scene.

3. The interests of EDC’s and those of LDC’s are often interdependent, and it is in the interests of both groups to find common ground on issues of poverty, disease, environmental issues and, nuclear proliferation.

4. The basic functions of IGO’s (inter-governmental organizations) like the United Nations, the EU and ASEAN can be effective in forming coalitions to address the many problems facing the world today. However, the structure of many such as the UN also hinders much of its work and often makes it an ineffective body. It needs to be updated if it is to become an effective tool in addressing the many issues facing the world today.

5. NGOs (Non-Governmental Organizations such as Doctors Without Borders, OXFAM, CARE) play an increasingly large role in select global issues and conflicts. There adherence to one agenda and contributors often around the globe h

6. Examine the areas of the world where population growth is rapid and analyze the role of women in changing birth rates; analyze the challenges of population growth and compare & contrast China’s experience with India’s
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<th>Students will:</th>
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<td>6.2.12.A.6.a, b, d</td>
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<td>6.2.12.C.6.a, b, d,</td>
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<td>6.3.12. B.1</td>
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<td>6.3.12.C.1, 6.3.12.D</td>
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**Unit Objectives:**
1. Define & explain what comprises a countries’ national interests
2. Explain and analyze how a countries’ interests define its foreign policy
3. Examine how American foreign policy has evolved
4. Analyze the role of NATO in American foreign policy
5. Explain the role of diplomacy in international affairs; define 4 types of diplomacy
6. Examine the strengths and weaknesses of diplomacy as a tool in foreign policy; explain why force is used to carry out foreign policy goals
7. Discuss the role of media and NGO’s in the formation of foreign policy
8. Analyze the threat of the proliferation of weapons of mass destruction and evaluate the role of the U.S. in the arms control movement
9. Identify the role of international law influencing the behavior of nations
10. Identify the membership and primary bodies of the United Nations; explain how the UN functions including the types of voting formulas and financing
11. Analyze the goals and operations of the UN and evaluate its effectiveness.
12. Explain the movement to establish a permanent world court and evaluate American opposition to a permanent court.

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<tr>
<th>Instructional Focus:</th>
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<tbody>
<tr>
<td>1. Identifying and analyzing measures of development; economic, health and quality of life</td>
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<td>2. Examine the challenges facing LDC’s in eliminating poverty and look at the role of the U.S. &amp; EDC’s in promoting ways to alleviate poverty; look at the role of technology, finance, and the environment in promoting development</td>
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<td>3. Examine the increased role of child labor in Africa &amp; determine why Africa is different.</td>
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<td>4. Examine Singer’s approach to poverty &amp; determine if his moral reasoning/arguments are valid</td>
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<td>5. Examine the role of foreign exchange, currencies, and trade in the LDC’s development</td>
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<td>6. Examine aid &amp; population growth &amp; density in LDC’s development</td>
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**Sample Assessments/outcomes:**
- “WikiPage” report on current conflict or news report that explains issue(s) and relates them to national interests or other concepts from unit.
- Employ CIA Factbook & online research tools to gain understanding; Foreign Policy Association, and Brown University’s Watson Institute for International Affairs;
  - [http://www.fpa.org/info-url4715/](http://www.fpa.org/info-url4715/)
  - [http://www.choices.edu/resources/current.php](http://www.choices.edu/resources/current.php)
- Essay and short answer responses (i.e. “To what extent did xyz country’s national interests influence its decision to intervene in…. Which interests was most significant and why?”
- Multiple choice assessments related to objectives/CPIs.

**Interdisciplinary Connections:**
- Political Science and economics: Brown
University’s School of International Affairs; various contemporary media i.e. New York Times, Wall Street Journal, The Economists; BBC,
• Journalism- how to create news story.

Technology Integration/Media Literacy
• Use of Summit’s Portal for creation of Wikipage related to unit’s topics.
• Use of presentation software (PowerPoint, Prezi, iMovie etc.).
• Use of the computer lab/Media Center for information gathering & evaluations.

Media Literacy:
• Use of the Media Studio for projects such as a newscast/report on how/why country intervened, role of UN in conflict/crisis etc.
• Examine multiple news sources from around the globe- evaluate perspectives on conflict/controversy.

Global Perspectives:
Explain and analyze how distinct country’s may have competing national interests that drive their actions.

21st Century Skills:
• Communication and collaboration
• Critical thinking and problem solving
• Information and Literacy
• Media literacy
• Life and career skills
• Financial, Economic, Business, an Entrepreneurial Literacy
• Civic Literacy

Unit IV: Global Environmental Issues and the International Community

Standard (6.6.2 Global Studies/World History and 6.3 Active Citizenship in the 21st Century

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make informed decisions as socially and ethically responsible world citizens in the 21st century.

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**Big Ideas: Course Objectives / Content Statement(s)**

As many less economically developed countries grow and industrialized nations continue to consume resources, a major concern confronting the world is the impact these will have on the environment. Issues such as water and air pollution, unsustainable development, loss of biodiversity, the possible impact of global warming etc. present enormous challenges to policymakers around the world. Many of these global environmental problems need to be addressed by the international community since these problems often transcend national borders. Biodiversity is an important resource for the world in terms of new foods and medicines and much of this biodiversity is being eliminated as LDCs develop. Nations need to balance economic needs with environmental needs, and EDC’s need to help provide a framework to balance the needs of economic development, trade, and maintaining a vibrant natural world.

<table>
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<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
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<tr>
<td><em>What provocative questions will foster inquiry, understanding, and transfer of learning?</em></td>
<td><em>What will students understand about the big ideas?</em></td>
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</tbody>
</table>

1. Why do global environmental problems need to be addressed both nationally and internationally?

2. How do global environmental problems transcend national borders? Why is biodiversity necessary for human development?

3. To what extent do nations balance economic needs with environmental needs?

4. To what extent should developed nations be required to do more than less developed nations (LDCs)?

Students will understand that…

1. Environmental issues transcend nations’ borders and therefore require global approaches and solutions that include cooperation among nations and IGOs/NGOs (relates to earlier units).

2. As less developed nations improve their standard of living & exploit their resources both EDCs & LDCs will have to cooperate to address key environmental issues like air pollution, which has no boundary, and water quality.

3. Biodiversity must be recognized as both a national & world treasure that is important to sustain life as we know it. It is an important source for new breakthroughs in medicines as well as food sources.

4. It is in the U.S. national interests, as well as all countries, to evaluate and balance the
cost/benefits of maintaining world economic growth with improving our environmental standards worldwide.

<table>
<thead>
<tr>
<th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th>
<th>Examples, Outcomes, Assessments</th>
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</table>
| Students will: 6.2.12.A.6.a, b, 6.2.12.B.6.a, 6.2.12.C.6.a, b, c, d, 6.3.12.B.1, 6.3.12.C.1 | **Instructional Focus**
Define the concept of global environmental problems; evaluate six key problems and examine their cause and effects (i.e. global warming, disease, genetics, genetic resources). Determine if any or all of these problems should be addressed from an international or national perspective. |
| **Unit Objectives:**
1. Identify and explain the key environmental challenges including the disposal of conventional and nuclear waste. | Examine global temperature changes and its influence on weather and the spread of diseases |
| 2. Analyze and evaluate how environmental problems transcend borders requiring international cooperation | Evaluate the intellectual property issues that dictate where research and development dollars in EDCs are utilized. |
| 3. Analyze and evaluate solutions to the environmental problems and prescribe a recommended course of action to the international community based upon findings | **Sample Assessments/outcomes:** |
| 4. Explain how global temperature changes have influenced the spread of diseases including Malaria and the West Nile Virus. Analyze the effects of temperature changes on the U.S. and other temperate regions that were once considered immune to tropical diseases. | Reading/responses to “Global Environmental Problems: Implications for U.S. Policy” *Choices for the 21st Century* materials from Brown University’s Watson Institute for International Studies. |
| 5. Explain the Kyoto Protocol (as example from history) and more recent attempts to provide frameworks/treaties regarding environmental issues and evaluate the American position regarding such treaties. | Develop Cooperative Proj w/ EnvSci. class Presentation in which small groups of students “teach” class a select topic related to international environmental concerns (i.e. loss of biodiversity, global warming) and how it relates to international affairs. Essay and short answer responses explaining select environmental issue and international communities response/lack thereof; also prescribed “solution” based on students’ findings. |
| 6. Analyze how economic, political, and cultural factors influence a country’s environmental policies. | Multiple choice assessments related to CPIs/Unit objectives (much of which taught by cooperative groups) |
7. Analyze the motivations of both economically developed and less developed nations regarding accords that deal with environmental issues i.e. burning fossil fuel, ownership of genetic resources.

8. Explain and analyze genetic engineering and modifications. Evaluate the challenges and opportunities presented by a genetically altered environment.

**Interdisciplinary Connections:**
Science/Environmental Science Class-
cooperative project.
Biology/Chemistry/
Economics, Journalism

**Technology Integration:**
Use of Summit’s Portal for ongoing
discussions on contemporary issues; Arab
Spring Uprising, Famine in Africa, debt
crises in the U.S. and Europe, pollution
issues in China etc.

Use of the computer lab for information
gathering & evaluations;

**Media Literacy:**
Use of the Media Center for projects like a
news cast on various parts of the world
Creativity and Innovation- after researching,
prescribe “solutions” to global
environmental challenges

Using variety of sources- critical thinking and
problem solving- assess nature and impact of
global environmental problems
Communication and collaboration- work
cooperatively to create “lesson” on select
topic and present it with group

Information and Literacy- assess veracity of
research- evaluate different sources, opinions
related environmental issues (consumption);
create multimedia presentation to “teach”
class.

Life and career skills- public speaking
Financial, Economic, Business, and
Entrepreneurial Literacy, Civic Literacy

**Global Perspectives:** evaluate one country’s
interest in exploiting resources with
another’s in preserving them.

**Units 5-8**

**Regional Case Studies and Contemporary Issues:**

Upon completion of the first four units, students will begin a series of case studies and investigations of current/historic international issues that will allow them to apply what they have learned in units 1-4.
The selection of case studies and issues will be determined in part by international events taking place during the school year. In addition, the number of cases to be studied and the length of each will vary due to the nature of the conflict/issue and the time constraints of a one-semester course.

Suitable topics include, but are not limited to: Terrorism and the Wars in Iraq and Afghanistan; The Arab-Israeli Conflict – including the Arab Spring Uprising; Conflict between India and Pakistan; China in the 21st Century. Unit 5 provides an example of a specific case study- Conflict between India and Pakistan.

Unit V (Example): Conflict between India and Pakistan

<table>
<thead>
<tr>
<th>Standard (6.2 Global Studies/World History and 6.3 Active Citizenship in the 21st Century)</th>
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</thead>
<tbody>
<tr>
<td>All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</td>
</tr>
<tr>
<td>All students will acquire skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in an interconnected world.</td>
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**Big Ideas: Course Objectives / Content Statement(s)**

In this regional case study we will examine the nature of the conflict between India and Pakistan by looking at the geographic and historical background of the conflict. We will examine the role of ethnicity and religion in this conflict, and the current manifestation of the conflict, which includes the relationship between the U.S. and Pakistan as we continue our war on terrorism and the war in Afghanistan.

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
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<td><em>What provocative questions will foster inquiry, understanding, and transfer of learning?</em></td>
<td><em>What will students understand about the big ideas?</em></td>
</tr>
<tr>
<td>1. To what extent have the current differences between India and Pakistan been shaped by their ethnic/religious diversity, and the experience of the Indian subcontinent under British colonialism?</td>
<td>Students will understand that…</td>
</tr>
<tr>
<td>1. Role of British colonization in the region, the major geographic features of the</td>
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</table>
2. To what extent has the democratic process influenced these nations in terms of their political and economic development? Why is peace in this region important to the U.S. and the international community?

3. Why did the partition of the Indian subcontinent result in violence and what can be done about the current conflict?

4. How might the regional crisis over Kashmir lead to nuclear conflict and fuel Islamic fundamentalism/terrorism?

5. In what ways has the U.S. war on terror and our war in Afghanistan been effected by the complicated relationship with Pakistan?

Areas of Focus: Proficiencies (Cumulative Progress Indicators)

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<tr>
<td>6.2.12.A.6.b, c, d,</td>
<td>Instructional Focus:</td>
</tr>
<tr>
<td>6.2.12.B.6.a</td>
<td>Analysis of the region’s geographical and religious history, as well as the imprint left as a result of British rule; the independence movement and the partition that has resulted in a regional conflict.</td>
</tr>
<tr>
<td>6.3.12.D.1</td>
<td>Examination of the complex relationship over the disputed Kashmir territory and the potential for a nuclear exchange between India and Pakistan; analyze Pakistan’s use of a militant proxy force to destabilize the Kashmir region and India’s economic dominance.</td>
</tr>
<tr>
<td>6.3.4.A.1</td>
<td>Evaluation of the U.S. role in the region and the complications as a result of the war on terror.</td>
</tr>
</tbody>
</table>

Unit Objectives:
1. Identify and explain the major geographical features of the Indian subcontinent including political borders, resource distribution, demographics, terrain, and climate.
2. Identify and explain Hinduism and Islam and their role as the region’s major religions.
3. Analyze the role of British colonization in the region.
4. Examine the conflict in the disputed Kashmir region administered by India and evaluate the potential solutions to the region’s troubles; including the region’s movement for self-determination.
5. Explain and analyze the Indian independence movement and examine the effectiveness of Gandhi’s non-violent approach against the British.
6. Analyze the partition of India and Indian subcontinent including political borders, resources, demographics, terrain, and climate. Indian independence movement- and the current movement for self-determination among the indigenous population in the Kashmir region.

2. Role of Hinduism and Islam as the regions major religions and the part they play in the conflict.

3. The influence of democracy in the region.

4. The U.S. war on terror and the current war in Afghanistan have complicated the U.S-Pakistan relations.

Sample Assessments/outcomes:

Demonstration of understanding of chronology of conflict (visual/or written)

Pakistan along religious lines and evaluate how the partition led to future territorial disputes especially over Kashmir and the implications for conflict in the region.

7. Analyze the level of economic development in the region and its influence on both the quality of life of the population and the region's relations with the rest of the international community.

8. Examine how the proliferation of nuclear weapons in the region have made this regional problem one of international concern; analyze and evaluate what role the U.S. and the international community should play in this conflict.

http://news.bbc.co.uk/2/hi/south_asia/2739993.stm

Multiple choice assessment related to CPIs, objectives.

Writing responses/essays related to problems caused by partition of Indian subcontinent- demise of British colonialism. (Muslim Pakistan/East Pakistan-Bangladesh, Hindu/multi religious India)- movie Gandhi and other sources.

Frontline PBS outline on the killing of Osama bin Laden in Pakistan & the controversy with Pakistan
http://www.pbs.org/wgbh/pages/frontline/kill-capture/

Interdisciplinary Connections:
History of region.
Anthropology
Religious Studies- comparative religion
Geography
Film (Gandhi)

Technology Integration:
Use of Summit's Portal for ongoing discussions on contemporary issues related to India and Pakistan.

Use of the computer lab/ Media Studio for research and presentation of findings.

Media Literacy- assess depiction of scenes in film Gandhi with those from scholarly sources.
Communication and collaboration
Information and Literacy- assess news accounts of conflict between India and Pakistan
Examination of various contemporary media i.e. New York Times, Wall Street Journal, The Economists, Al Jazeera English, BBC, etc.

Use of the Media Studio for projects like a news cast on various parts of the world


Texts and Resources:
This course has no single “text” and makes use of a variety of scholarly resources related to international affairs. The intent is to make international affairs meaningful to high school students and at the same time expose them to higher level/college level resources as well. The Choices Program from Brown University’s Watson Institute for International Studies is widely used throughout the semester.

Choices Units include- PDF and print resources of the following:
- *The Challenge of Nuclear Weapons* (06/’08)

The course also makes use of a great variety of materials/films available online. Examples include, but are not limited to, (both online and print) *Foreign Affairs, The Economist, The Wall Street Journal, The New York Times, BBC, PBS Frontline* as well as other various news media outlets.