

# Unit Five: United States in the World

Content Area: **Generic Content Area**  
Course(s): **Generic Course**  
Time Period: **8 weeks**  
Length: **Weeks**  
Status: **Published**

## **United States in the World**

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The students will be able to determine the impact that United States Foreign Policy has on the international community and evaluate international influences on the United States.

## **Transfer**

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Students will be able to envision themselves as citizens of the world in our interdependent global community and discuss ways in which world issues impact their daily lives.

## **Meaning**

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## **Understandings**

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Students will understand that...

foreign policy impacts their lives.

American foreign policy has global and domestic implications.

the global economy makes nations interdependent.

## **Essential Questions**

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Students will keep considering...

How does foreign policy impact the individual?

Why is American foreign policy sometimes questioned at home and abroad?

How is global community connected?

How does American foreign policy affect relations among and within the various nations of the world?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

The characteristics of a nation.

The American system of representative government with the systems in other democracies such as England and France (Parliamentary Systems).

The benefits of American citizens (ex. habeas corpus, secret ballot, freedoms of movement and expression) with those of citizens of other nations, including democratic and non-democratic nations.

Similarities between developed and developing nations.

The world is organized politically into nation-states and alliances and how those interact through organizations like the European Union, NATO, the UN, the World Court, and the G8.

How global interconnections can have both positive and negative consequences (ex. international competition, transfer of jobs to foreign plants, international security, and transportation).

The impact of technology, migration, the economy, politics, and urbanization on culture.

Social and behavioral practices in various cultures (ex. birth, marriage, death, gender issues, family, and health).

The impact of communication networks, technology, transportation, and international business on global issues.

The main goals of American foreign policy.

The methods and resources the United States uses to achieve its foreign policy goals.

The major constitutional and legal responsibilities of the federal government for domestic and foreign policy and describe how disagreements are resolved.

the role of private groups and citizens in shaping foreign policy.

past and present US foreign policy actions (ex. diplomacy, economic aid, humanitarian aid, military aid) and positions (ex. treaties, sanctions, intervention) and evaluate their consequences.

US foreign policy actions and positions, including the Monroe Doctrine, Mexican Cession, the Truman Doctrine, the Cold War, the War on Terrorism, and the Iraq War.

interconnections of local, regional, and national issues with global challenges and issues and recommend possible solutions.

a global challenge (ex. hunger, AIDS, nuclear defense, global warming) in depth and over time, predict its impact, and offer solutions.

an opinion or idea about a global issue while showing respect for divergent viewpoints.

the concept of universal human rights to world events and issues.

current and past genocidal acts and other acts of hatred and violence for purposes of subjugation and exploitation (ex. Holocaust, Native Americans, Irish Famine, Armenia, Ukrainian Collectivization, Cambodia, Rwanda) and discuss present and future actions by individuals and governments to prevent the re-occurrence of such events

events to acquire an understanding of complex global problems (ex. Model UN, simulations, and field trips).

and understand diverse cultures (ex. clubs, speakers, arts, sports, community service, and/or world language instruction).

## **Students will be skilled at...**

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Students will develop the following skills:

Explore and list the characteristics of a nation.

Compare the American system of representative government with the systems in other democracies such as England and France (Parliamentary Systems).

Compare and contrast the benefits of American citizens (ex. habeas corpus, secret ballot, freedoms of movement and expression) with those of citizens of other nations, including democratic and non-democratic nations.

Compare developed and developing nations.

Describe how the world is organized politically into nation-states and alliances and how those interact through organizations like the European Union, NATO, the UN, the World Court, and the G8.

Discuss how global interconnections can have both positive and negative consequences (ex. international competition, transfer of jobs to foreign plants, international security, and transportation).

Discuss the impact of technology, migration, the economy, politics, and urbanization on culture.

Compare and contrast social and behavioral practices in various cultures (ex. birth, marriage, death, gender issues, family, and health).

Analyze the impact of communication networks, technology, transportation, and international business on global issues.

Summarize the main goals of American foreign policy.

Describe the methods and resources the United States uses to achieve its foreign policy goals.

Compare and contrast the major constitutional and legal responsibilities of the federal government for domestic and foreign policy and describe how disagreements are resolved.

Explain the role of private groups and citizens in shaping foreign policy.

Compare and contrast past and present US foreign policy actions (ex. diplomacy, economic aid, humanitarian aid, military aid) and positions (ex. treaties, sanctions, intervention) and evaluate their consequences.

Analyze and evaluate US foreign policy actions and positions, including the Monroe Doctrine, Mexican Cession, the Truman Doctrine, the Cold War, the War on Terrorism, and the Iraq War.

Analyze and evaluate the interconnections of local, regional, and national issues with global challenges and issues and recommend possible solutions.

Investigate a global challenge (ex. hunger, AIDS, nuclear defense, global warming) in depth and over time, predict its impact, and offer solutions.

Justify an opinion or idea about a global issue while showing respect for divergent viewpoints.

Connect the concept of universal human rights to world events and issues.

Compare and contrast current and past genocidal acts and other acts of hatred and violence for purposes of subjugation and exploitation (ex. Holocaust, Native Americans, Irish Famine, Armenian, Ukrainian Collectivization, Cambodia, Rwanda) and discuss present and future actions by individuals and governments to prevent the re-occurrence of such events

Participate in events to acquire an understanding of complex global problems (ex. Model UN, simulations, and field trips).

Participate in activities that foster understanding and appreciation for diverse cultures (ex. clubs, speakers,

arts, sports, community service, and/or world language instruction).

## **Academic Vocabulary**

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deterrent

diplomacy

foreign aid

national security adviser

isolationism

containment

detente

sovereignty

nationalism

communism

Cold War

peacekeepers

## **Target 2**

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Take a position on a current American foreign policy issue, then defend or refute America's stance on that issue.

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- Take a position on a current American foreign policy issue, then defend or refute America's stance on that issue.

SOC.6.1.12.A.3.a

Assess the influence of Manifest Destiny on foreign policy during different time

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|                   | periods in American history.  |
| SOC.6.1.12.A.3.b  | Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.                     |
| SOC.6.1.12.A.12.c | Explain how the Arab-Israeli conflict influenced American foreign policy.   |
| SOC.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.  |
| SOC.6.1.12.C.15.a | Relate the role of America's dependence on foreign oil to its economy and foreign policy.   |
| SOC.6.1.12.D.7.b  | Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.   |
| SOC.6.1.12.D.15.b | Compare the perspectives of other nations and the United States regarding United States foreign policy.   |
| SOC.6.1.12.CS12   | Postwar United States: Cold War: Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.   |
| SOC.6.1.12.CS15   | Contemporary United States: International Policies: The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies. |
| SOC.6.3.12.D.2    | Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.   |

## Target 1

Generalize the role of nationalism as a cause of conflict and drive for greater influence in the outside world.

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- Generalize the role of nationalism as a cause of conflict and drive for greater influence in the outside world.

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| SOC.6.1.12        | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| SOC.6.1.12.D.11.c | Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.   |
| SOC.6.2.12.C.3.b  | Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.  |
| SOC.6.2.12.D.4.g  | Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war".  |

## Summative Assessment

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All assessments are differentiated and aligned to the social studies standards and curriculum. Alternate assessments may include, but not be limited to problem based learning, projects, common assessments, and other activities. Common summative assessments will be devised by core content teachers and must include benchmark assessments.

## **21st Century Life and Careers**

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| WORK.9-12.9.1.12.1   | The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.                       |
| WORK.9-12.9.1.12.1   | Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.                          |
| WORK.9-12.9.1.12.1   | Digital media are 21st-century tools used for local and global communication.   |
| WORK.9-12.9.1.12.1   | Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.  |
| WORK.9-12.9.1.12.A.1 | Apply critical thinking and problem-solving strategies during structured learning experiences.  |
| WORK.9-12.9.1.12.A.3 | Assess how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries. |
| WORK.9-12.9.1.12.B.1 | Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.              |
| WORK.9-12.9.1.12.C.1 | Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.      |
| WORK.9-12.9.1.12.C.2 | Analyze the common traits of effective state, national, or international leaders.   |

## **Formative Assessment and Performance Opportunities**

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Teacher Observation

Cooperative Learning groups

Learning Stations

Do Now

Exit Strategies

Student Self Assessment

Journals

All Write Activities

Student Polling

Quizzes (Written and Oral)

## **Accommodations/Modifications**

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Differentiation:

IEP modifications and 504 accommodations

Enrichment:

College Prep A/B

Honors

AP Level Courses

## **Unit Resources**

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May include, but not be limited to:

Civics: Government and Economics in Action Textbook

Online websites and resources

DVD's

Social Studies Databases

Student Response Systems

Projector/Speaker Systems

Primary Source Documents

Document Cameras

Online Portfolios

Teacher Resource Kit



## **Interdisciplinary Connections**

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