

# Unit #8: Foreign Policy and National Security

Content Area: **History**  
Course(s):  
Time Period:  
Length: **5 weeks**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

<u>State Mandated Topics Addressed in this Unit</u>	
Amistad Law: N.J.S.A. 18A 52:16A-88	Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.
LGBT and Disabled Mandate N.J.S.A. 18A:35-4.35	History of disabled and LGBT persons: N.J.A.S.A. 18A:35-4.35 mandates a board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.
History and Contributions of Asian American and Pacific Islanders P.L.2021, c.416	A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

## Foreign Policy and National Security

### Learning Objectives

- 1. Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.
- 2. Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
- 3. Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.

- 4. Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
- 5. Evaluate the effectiveness of the United States government’s efforts to provide humanitarian assistance during international natural disasters and times of crises.
- 6. 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.
- 7. 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.

## Essential Skills

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- 1. Identify and analyze current international conflicts in various regions of the world (Middle East, Asia, Latin America, Africa).
- 2. Identify and describe major international organizations and their abilities to provide solutions to global problems.
- 3. Evaluate the policy of “nation building” .
- 4. Evaluate and critique the effectiveness and motivating factors of terrorist groups.
- 5. Debate various reactions and responses to terrorism.
- 6. Analyze the moral, economic, and political factors that motivate the U.S. to either support or oppose other countries.
- 7. Assess the perception of America abroad.

## Standards

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SOC.6.1.12.HistoryCC.14.b	Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.
SOC.6.1.12.HistoryCC.15.b	Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
SOC.6.1.12.HistoryCC.15.c	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
SOC.6.1.12.HistorySE.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
SOC.6.2.12.CivicsHR.6.a	Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
SOC.6.3.12.HistoryCA.12	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

## Instructional Tasks/Activities

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\*\*Guided readings/ Outlining/ Notes (on the following outline):

1. Foreign Policy

- a. Understanding of how power is acquired, uses, and justified
  - b. Strategies of different regimes
2. International Organizations
- a. National vs. global
  - b. Duties
  - c. Circumstances for intervening
3. Terrorism
- a. History & Ideologies
  - b. Methods and implementations
  - c. Responses to
4. United States
- a. Current foreign policies
  - b. Alliances / Enemies
  - c. “World Stage”

- 1. Define and identify the following key terms: European Union (EU), North Atlantic Treaty Organization (NATO), Organization of Petroleum Exporting Countries (OPEC), The United Nations, World Trade Organization (WTO), International Monetary Fund (IMF).
- 2. Compare and contrast the ideologies of the previous groups on the handling of political, social, moral, economic, and military situations.
- 3. Complete multiple graphic organizers, including, but not limited to: KWL charts, Venn diagrams, page dumps, compare and contrast charts.
- 4. Define and identify the following groups: Hezbollah, Hamas, Al Qaeda, ETA (Spain), etc.
- 5. Evaluate the statement that all international conflicts, historical or current, are derived largely from one or more of the following causes: Economical, territorial, resource based, scapegoating, historical factors, military, political, and theological.
- 6. Compare and contrast the U.S. response to different international conflicts and evaluate how they have changed based on different foreign policies set out by the government.
- 7. Debate the various approaches to foreign policy including the Bush Doctrine, Powell Doctrine, and Just War Doctrine
  - a. Research an international conflict on the late 20th to early 21st century.
  - b. Prepare a presentation that addresses the causes of the conflict, the response to the conflict and the outcome of the conflict.
  - c. Write a paper that evaluates the main cause of the conflict.

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Notes quizzes
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Teacher created test
- Teacher observation
- Test
- Vocabulary quiz on key terms
- Worksheet

## **Recommended Technology Activities**

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- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Google Slides for presentation.
- Kahoot
- MagicSchool AI
- Other technology such as Turnitin.com and multimedia resources will be utilized throughout the unit as appropriate.
- Quiziz
- Readings from online textbook.
- Screencastify
- Teacher generated notes either typed or shown.
- Use of ChromeBooks for research and online textbook.

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Special Education**

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Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only

- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## **Resources**

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- Google Docs
- Google Slides
- Issues in Our Changing World, The Center for Learning
- Local and National Magazines and Newspapers
- McGraw Hill "United States History" textbook
- Primary source documents from DBQ online
- Primary source documents from from McGraw Hill "United States History" textbook
- Student Magazines, e.g., Upfront (The New York Times)
- The Internet
- [ww.choices.edu](http://ww.choices.edu)
- [www.foreignaffairs.org](http://www.foreignaffairs.org)

