

New Jersey Department of Education
2006 Social Studies Standards Implementation Guide (SIG)

6.2. CIVICS: ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN THE NATION AND THE WORLD.

Grade 8.

6.2.8.E. International Education: Global Challenges, Cultures, and Connections

1. Analyze ways in which nation-states interact with one another through trade, diplomacy, cultural exchanges, treaties or agreements, humanitarian aid, economic incentives and sanctions, and the use or threat of military force.
6. Describe how one's heritage includes personal history and experiences, culture, customs, and family background.
9. Discuss how cultures may change and that individuals may identify with more than one culture.
10. Engage in activities that foster understanding of various cultures (e.g., clubs, dance groups, sports, travel, community celebrations).
13. Analyze how prejudice and discrimination may lead to genocide as well as other acts of hatred and violence for the purposes of subjugation and exploitation.

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Framework97 References

Assess Positions of Proponents and Opponents in History, pp. 135-137

Understand Issues related to Human Rights, pp. 141-143

Understand the Complexity of Historical Causation, pp. 144-146

National History Standard

- III. How Does the Government Embody the Principles of American Democracy?
- IV. What is the Relationship of the U.S. to Other Nations and to World Affairs?

Content Overview

This section addresses how nations compete for territory and resources through the acquisition of power. Also, there is examination of the powers that the President and Congress have with respect to foreign relations. Topics also covered of importance are: the purpose and function of international organizations, the impact of U.S. economics and politics on the rest of the world, the relationship between global and local issues, and how individuals may identify with more than one culture.

Essential Questions

What would be a current example of a U.S. diplomatic global strategy?

What are the respective powers of the President and the legislative branch of government in foreign affairs?

What has been the role of the United Nations international disputes?

How have regimes and governments changed in Europe? Africa? Asia? In the contemporary era?

How do one's personal history and background affect their view of government?

How does the media of the United States impact the rest of the world?

How does the US try to change nuclear policy in Iran, North Korea? Has it worked? Why or why not?

What is an example of an international organization (other than the United Nations), and what would some examples of policies created by it be?

Teaching Resources

“Expectations of Excellence” is the publication of the National Council for the Social Studies which includes the national social studies standards and many examples of classroom strategies you can use for international education. (NCSS, 8555 Sixteenth Street, Silver Spring, MD 20910, www.socialstudies.org)

Assessment should be varied and frequent. The teacher should be aware of Grant Wiggins' six facets of understanding, Gardner's multiple intelligences, and other methods of determining what should be taught and what has been learned. Using a “lesson plan construction format” like the model provide by <http://www.fsk.org/teachers/planform.html> (Francis Scott Key Magnet School in Baltimore) the teacher can plan assessments that measure multi-dimensional aspects of learning.

Assessment

Using specific examples of foods such as bagels, egg rolls, strudel, etc., research the degree to which this type of cultural diffusion promotes inter-group understanding. Defend your answer.