

Everett Public Schools Naval Science Framework: Naval Science 501/502 Global Awareness

Course: JROTC Military Science

Total Framework Hours: 180 Hours

CIP Code: 280301

Type: Preparatory

Career Cluster: Government and Public Administration

Date Last Modified: Wednesday, January 22, 2014

Resources and Standard used in Framework Development:

Standards used for this framework are from Naval Service Training Command, Pensacola, Florida and the Common Core State Standards

Unit 1 THE MIDDLE EAST

Hours: 30

Performance Assessment(s):

Course Objectives

Students Must:

- Know why the Middle East is viewed as a cradle of western civilization.
- Know the characteristics of Judaism, Christianity, and Islam.
- Know about changes in the Middle East during the 20th Century.
- Know the different groups of people who live in the Middle East.
- Know the various situation of Iraq under the rule of Saddam Hussein.
- Know the historical events associated with the 1991 Persian Gulf War.
- Know the events surrounding the 2003 US invasion of Iraq.
- Know the general impact of terrorism in the world.
- Know how radical Islamist beliefs contribute to terrorism.
- Know the events associated with the 9/11 attacks and the Global War on Terror.
- Know the importance of the production and distribution of oil and energy.
- Comprehend how the clash of Middle Eastern and Western Cultures affects relationship between people from Middle Eastern and People from Western cultures.
- Know the importance of nuclear nonproliferation and the Iranian Issue for the US
- Know the importance of the water problem in the Middle East. Know what historical events contributed to the founding of modern Israel.
- Know about the historical events associated with the Six-Day War of 1967.
- Comprehend how the Yom Kippur War of 1973 affected Arab-Israeli relations.
- Know the various attempts at lasting peace in the Middle East.

Assessments

Students will participate in discussions; research, prepare and make presentations; Complete quizzes and tests and projects on Eastern religions and the Asian peoples. What unites and divides these countries as well as environmental and social challenges and researches the region's impact on US security and its economy

Scenario

1. You are a small team of members of the President's National Security Council working in the White House. The National Security Advisor has tasked you to brief the President on a situation and options that might be taken as initial steps in dealing with this national security crisis.
2. You must develop a series of options for the President to consider. Also identify the one you would recommend adopting. Prepare a short but comprehensive briefing laying out the situation. Include possible US options, and your recommended response for the President. The meeting with the President is to be scheduled very soon. You have a few hours to prepare....

Background: Iran has continued its secret effort to develop a nuclear weapon. This is in violation of its commitment to refrain from such activity as a signer of the Nuclear Non-

Proliferation Treaty. The UN and many world powers (including the United States) have protested and applied some sanctions against Iran. However, nothing to date has been effective in convincing Iran to stop its nuclear weapons program. Additionally, over the last few months, the Iranian Prime Minister has continued his loud and confrontational rhetoric denying the Holocaust. He is also calling for Israel's destruction.

Situation: Last night, as it did with a similar program Iraq was conducting in the 1980s, the Israeli Air Force conducted a long-range strike against the suspected nuclear development sites in Iran. Extensive damage of the sites has been imaged by US reconnaissance satellites. Iran has responded by announcing that a state of war now exists between Iran and Israel. They have also called for a UN Security Council meeting to condemn Israel. In addition, Iran has condemned the US for its support of Israel. Iran has also accused the US of providing Israel with intelligence and active support for the air strike. As a result, Iran has declared it will block the Strait of Hormuz and not allow any oil tankers headed for the US to pass through. Any ship violating this blockade will be sunk by the Iranian Navy. Or it might be attacked by anti-ship missiles launched from sites in Iran bordering the waterway.

Essential Questions:

1. What is the significance of Iran's actions? What is the significance of Israel's actions?
2. What are the global effects of Iran's blockade of the Strait of Hormuz? What are the economic implications?
3. What is the impact of religion on politics in this situation?
4. What has been the historic relationship of the United States in Middle East foreign relations? What has been the historic relationship of the United States with Israel? What has been the historic relationship of the United States with Iran?

Leadership Alignment:

Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

Standards and Competencies

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

CC: College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- 4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Comprehension and Collaboration (11-12)

- 1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

<p>1b - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>1c - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>1d - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><u>Presentation of Knowledge and Ideas (11-12)</u></p> <p>4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
Health and Fitness
Language
Mathematics
Reading
<p><u>CC: Reading for Literacy in History/Social Studies</u></p> <p><u>Key Ideas and Details (11-12)</u></p> <p>2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><u>Craft and Structure (11-12)</u></p> <p>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).</p> <p><u>Integration of Knowledge and Ideas (11-12)</u></p> <p>7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
Science
Social Studies
Writing
<p><u>CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)</u></p> <p><u>Text Types and Purposes</u></p> <p>1 - Write arguments focused on discipline-specific content.</p> <p>1a - 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.</p>

1b - Develop claim(s) and counterclaims fairly 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.

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

2b - 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.

Production and Distribution of Writing

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

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

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.

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 overreliance on any one source and following a standard format for citation.

9 - Draw evidence from informational texts to support analysis, reflection, and research.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Other
- ☐ Implement Innovations

Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☐ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☒ Solve Problems

Communication and Collaboratio

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☒ Analyze Media
- ☒ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Mange Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Other
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☐ Guide and Lead Others
- ☒ Be Responsible to Others

Performance Assessment(s):**Objectives****Students Must:**

- Know the geographic locations of Japan, Korea, China, India, Pakistan, and Afghanistan.
- Know the major religions of Asia.
- Know the main ethnic groups of Asia.
- Know the history of the unitary government and the rule of warlords in China.
- Know what caused the shift from isolation to openness in Japan.
- Know the impact of domination and division on Korea.
- Know the political and economic impact of World War II on China and Japan.
- Know that Japan, South Korea, and China have become economic powerhouses.
- Know the pre-colonial history of the Mughals in the Indian sub-continent.
- Know the encounter with Europe and the colonial period in the region.
- Know the history of the struggle for independence in South Asia.
- Know what caused the partition and war between India and Pakistan.
- Know how Muslim-Hindu strife affects the politics and economics of South Asia.
- Know which groups have struggled for control in Afghanistan and why.
- Know the impacts of industrialization and pollution in China and India.
- Know the interactions between the rich, urban, and the poor rural areas in Asia.
- Know the role of women in India, Pakistan, and Afghanistan.
- Know China's one-child policy.
- Comprehend the challenges of human trafficking and sex tourism in Asia.
- Comprehend the dilemma that North Korea creates for the US.
- Know the important issues of nuclear nonproliferation in India and Pakistan.
- Comprehend the impacts of global wages, labor, outsourcing, and offshoring in the US.
- Know why Asia represents a new target market for US corporations .
- Know the effects of Asian imports on the US market and economy.
- Comprehend the human rights issues in various Asian nations.

Assessments:

Students will participate in discussions; research, prepare and make presentations; Complete quizzes and tests as well as projects that cover a continent subject to outside influences, from Arab merchants to Islam to European traders and Christianity. Ethnic clashes effects on the region as well as pirates and trade, AIDS, malaria and other diseases. Natural resources, such as oil and diamonds and US and European development agencies involvement.

Scenario

1. You are a small team of members of the President's National Security Council working in the White House. The National Security Advisor has tasked you to brief the President on an impending national security crisis. The President needs to be informed of both sides of the issue before determining a course of action.
2. You must provide a recommendation regarding US policy towards this issue. Prepare a short but comprehensive briefing to present your side of the issue laying out the situation. Include the pros or cons of the issue, and your recommended response for the President. The meeting with the President will be scheduled very soon. You have a few hours to prepare....

Background: At the end of World War II, Chiang Kai-shek and the Nationalists Chinese Party fled China for Taiwan to escape Mao Zedong and the Communists Party. The Nationalists set up their own government in Taiwan. They vowed to take over the mainland again in the future. Likewise, the Communists insisted Taiwan (The Republic of China)

was a province of China (The Peoples Republic of China). The Communists said they would take the island. Hostilities continued between the two Republics until after Chiang Kai-shek died in 1975. Then the hostilities were replaced by low-level friction. The United States allied itself with the Nationalists through WW II. The US was indebted to Chiang Kai-shek for his help in saving the pilots and crews who were part of the Doolittle Raid on Japan. US military bases were set up on Taiwan as a show of support and as part of the US policy of Communist Containment following WW II. US forces remained there until President Nixon changed the US China Policy to recognize one China in 1972. The US continued supporting Taiwan as an independent country. Soon the US began distancing itself from official political and diplomatic involvement.

Since then, Mainland China (The Peoples Republic) has accepted a move toward capitalism. They have experienced enormous industrialization and modernization. Trade with the US has grown so much that China ranks third in imports and exports as a US trading partner. Taiwan has fallen to tenth. China has also become the top lender for the US holding 23 percent (Feb 2010) of the US Treasury Securities (\$877.5 Billion). Taiwan holds 3.2 percent.

Situation: China is becoming increasingly insistent about Taiwan being a province of Mainland China. Chinese representatives from The Peoples Republic of China have communicated the intent of their government. They will take, by force if necessary, the island of Taiwan. The President's National Security Advisor wants to readdress the "Taiwan as a separate nation" issue. The President has to make a decision. Either commit forces for the defense of Taiwan in the event of an attack from the Mainland, or tell Taiwan they are on their own. The full impact of either decision must be debated and a recommendation provided soon.

Essential Questions:

1. What is the significance of changing US defense policies with Taiwan?
2. What are the global effects of directly supporting a Communist government in their imperialist effort?
3. What are the economic implications between the US and Taiwan and the US and Mainland China?
4. What impact will a decision to withdraw military support from Taiwan have on our relationships with other Asian countries, specifically Japan and South Korea?
5. Can the US support a military event in China?

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- ☐ Guide and Lead Others
- ☒ Be Responsible to Others

Performance Assessment(s):**Objective:****Students must:**

- Know the five major regions of Africa.
- Know the natural resources of Africa.
- Know the distinctive characteristics of African culture.
- Know the main ethno-linguistic groups in Africa.
- Know the main language groups in Africa.
- Comprehend how Islam, Christianity, and indigenous religions influence Africa.
- Know the pre-colonial period of African history.
- Know the colonial period of African history.
- Know the history and impacts of African independence.
- Comprehend how ethnic and sectarian politics undermined democracy in Africa.
- Comprehend the tensions between Arabs and Africans in Sudan.
- Comprehend the tensions between Hutus and Tutsis in Rwanda.
- Comprehend the tensions between Afrikaners, English, and Africans in Zimbabwe and South Africa.
- Know the civil wars of Liberia, Sierra Leone, and the Congo.
- Know the main health challenges in Africa.
- Know the extent and impact of AIDS in Africa.
- Know the recurring problems with famine in Africa.
- Know the main environmental issues facing Africa.
- Know the human rights issues in Africa.
- Know the challenges of resources and commerce in the regions of Africa.
- Know the immigration trends associated with Africa.
- Comprehend the challenges associated with pirating and lawlessness in Somalia.
- Comprehend the US and European development efforts in Africa.

Assessments:

Students will participate in discussions; research, prepare and make presentations; Complete quizzes and tests as well as projects that cover a continent subject to outside influences, from Arab merchants to Islam to European traders and Christianity. Ethnic clashes effects on the region as well as pirates and trade, AIDS, malaria and other diseases. Natural resources, such as oil and diamonds and US and European development agencies involvement.

Scenario:

In your teams, create a coherent news report and video segment on Africa to inform the audience. Aspects of the news report include selecting and researching a relevant topic, writing a script, setting the news scene, and presenting and taping the final report. You are responsible for your assigned role.

Use the essential questions to guide your research and help you gather information. Then write a draft summary of your research results. In your assigned teams, share your findings and brainstorm ideas for your news report. Next, work together to create an outline for the report, and then draft and finalize a script. Be sure to rehearse your news report before recording the final video.

Resources:

Primary and/or secondary sources
Internet and/or print-based materials
Digital video camera (Flip Camera or any other video camera)
Microphone

Essential Questions:

1. What is the significance of the [issue/topic] in Africa?
2. What, if anything, is being done to improve the situation? If nothing is being done, should something be done?
3. How does this impact the rest of the world? Should governments from other countries get involved?
4. If an issue, what can we do to solve the problem (e.g., hunger, piracy)? If a topic, how can we share this valuable information with others (e.g., culture)?
5. How has this event impacted the present? How can this information help us prepare for the future?

Some resource websites include:

National Museum of African Art <http://africa.si.edu/exhibits/resources.html>
 The Kennedy Center, African Odyssey Interactive, <http://artsedge.kennedy-center.org/aoi/artsedge.html>
 African Voices <http://www.mnh.si.edu/africanvoices/>
 Art and Life in Africa Project <http://www.uiowa.edu/~africart/index.html>
 Library of Congress, World Digital Library: <http://www.loc.gov/wdl/>
 BBC News Africa: <http://news.bbc.co.uk/2/hi/africa/default.stm>
 Global Issues: Conflicts in Africa—Introduction
<http://www.globalissues.org/article/84/conflicts-in-africa-introduction>
 Not on Our Watch: <http://notonourwatchproject.org/>
 Water.org: <http://water.org/>
 USAID from the American People: <http://www.usaid.gov/>
 AVERT – AIDS & HIV Information <http://www.avert.org/aidsinafrica.htm>
 BBC News Rwanda: How the genocide happened
<http://news.bbc.co.uk/2/hi/1288230.stm>
 Genocide Intervention: <http://www.genocideintervention.net/>
 PBS - the triumph of evil <http://www.pbs.org/wgbh/pages/frontline/shows/evil/>
 BBC News Somali Piracy: http://news.bbc.co.uk/2/hi/in_depth/8011158.stm
 Nelson Mandela Foundation <http://www.nelsonmandela.org/index.php>
 The Green Belt Movement <http://greenbeltmovement.org/w.php?id=82>

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Health and Fitness

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CC: Reading for Literacy in History/Social Studies

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Craft and Structure (11-12)

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Integration of Knowledge and Ideas (11-12)

7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Science

Social Studies

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

Text Types and Purposes

1 - Write arguments focused on discipline-specific content.

1a - 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.

1b - Develop claim(s) and counterclaims fairly 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.

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

2b - 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.

Production and Distribution of Writing

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

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

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.

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 overreliance on any one source and following a standard format for citation.

9 - Draw evidence from informational texts to support analysis, reflection, and research.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Other
- ☐ Implement Innovations

Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☐ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☒ Solve Problems

Communication and Collaboratio

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and Evaluate Information
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- ☒ Analyze Media
- ☒ Create Media Products

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- ☒ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Mange Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Other
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☐ Guide and Lead Others
- ☒ Be Responsible to Others

Performance Assessment(s):**Objectives:**

Students must:

- Know the geographic locations of Russia and the countries of the former Soviet Republics.
- Know the major religious groups of Russia and the former Soviet Republics.
- Know the historical context of Russia from the Kievan Rus through the time of Peter the Great.
- Know how events from the Nineteenth Century and World War I contributed to the October Revolution.
- Know the economic and political impacts of World War II and the Cold War on Russia.
- Know the effects of the fall of communism.
- Know the characteristics of communism as an economic system.
- Know the economic and political influence of Marx, Lenin, and Stalin on communism in Russia.
- Know how the Soviet economic system worked and eventually failed.
- Know the importance of the export of resources for the restructured Russian economic system.
- Know the political and economic influence of Russia on the Ukraine, Belarus, and Moldova.
- Know the political and economic influence of Russia on the Baltic States.
- Know the political and economic influence of Russia on Armenia, Georgia, and Azerbaijan.
- Know the political and economic influence of Russia on Kazakhstan, Kyrgyzstan, Tajikistan, and Turkmenistan.
- Comprehend the historic relationship between Russia and the United Nations.
- Comprehend the historic relationships between Russia and neighboring European nations.
- Comprehend the historic relationship between Russia and the three major Asian nations China, Japan, and Korea.
- Comprehend the historic relationships between Russia and the United States.
- Know the impact of the restructured Russian economic system on worldwide democracy.
- Know the Russia-US challenges of nuclear threats, nonproliferation, and missile defense.
- Know the impacts on the United States caused by Russian oil production and distribution.
- Know the importance of the cooperation in space between Russia and the United States

Assessments:

Students will participate in discussions; research, prepare and make presentations; Complete quizzes and tests as well as projects that cover the Cold War struggle between communism and capitalism and how the Soviet Union's economy operated and why it failed. Russia's relationships with Asia, Europe, America and the United Nations. Challenges to US-Russian relations.

Scenario

1. You work on the staff of a senator who is a member of the US Senate Foreign Relations Committee. The Senator has tasked you to prepare a briefing in support or opposition of ratifying the new Strategic Arms Reduction Treaty (START) with Russia.
2. You must provide a recommendation regarding the Senator's position towards this issue. Develop it to persuade Senate members to vote in favor of your Senator's position. Prepare a short but comprehensive briefing to present the Senator's position. Include the pros or cons of the issue. The initial Foreign Relations Committee meeting is to be scheduled very soon. You have a few hours to prepare....

Background: The United States and Russia signed the START Treaty in April 2010. The goal of the treaty is to substantially limit both countries existing nuclear stockpile to 1,550 nuclear warheads each. The treaty's duration will be 10 years unless superseded. The treaty includes a withdrawal clause. This is standard in arms control agreements. The US Senate and the Russian legislature must approve the treaty before it can be adopted. In order to get Russia to sign the treaty, the US had to agree to stop plans to set up defensive missile batteries in Poland and the Czech Republic. These missile batteries were a deterrent to threatened missile attacks from Iran into Western Europe.

Situation: The day after the treaty was signed, the Iranian government announced it was accelerating its nuclear weapons program. This included the development of missiles that

could be fired at Western Europe. In spite of UN sanctions against Iran, they claim to have enough material to produce nuclear weapons by the end of 2011. The president of Iran announced on national television that he intends to deploy the missiles against the west—in particular the vulnerable region of Western Europe. In light of recent world events, support for the treaty has decreased in the Senate.

Essential Questions:

1. What are the ramifications if the US signs the treaty? What are the ramifications if Russia signs the treaty?
2. Is the US giving up more than Russia in order to make the treaty a reality?
3. What are the possible global effects if the US does not place the defensive missile batteries in Poland and the Czech Republic?
4. Are the Iranians capable of carrying out their threatened nuclear attack against the west?
5. Will signing the treaty weaken the United States' ability to defend itself?

Leadership Alignment:

Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

Standards and Competencies

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Comprehension and Collaboration (11-12)

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

1b - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

1c - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

1d - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas (11-12)

4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CC: College and Career Readiness Anchor Standards for Speaking and Listening

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Presentation of Knowledge and Ideas

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5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Health and Fitness

Language

Mathematics

Reading

CC: Reading for Literacy in History/Social Studies

Key Ideas and Details (11-12)

2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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- ☒ Produce Results

Leadership and Responsibility

- ☐ Guide and Lead Others
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Performance Assessment(s):

Objective:

Students Must:

- Know the geographic locations of the five major regions of Latin America.
- Know the major religious groups and languages of Latin America.
- Know the history before the Spanish conquest and the consequences of the Spanish conquest of Latin America.
- Know some key historical events associated with Latin America since independence.
- Know the challenges of the region's economic systems.
- Know the challenges related to the political struggle for power.
- Comprehend how weak governments, corruption, and crime affect economic development.
- Know about the struggle for power between church and state.
- Know how free trade agreements have affected the region.
- Know the key factors that drive and sustain the drug trade.
- Know how the drug trade undermines local governments and damages economies.
- Know how the US and local governments have tried to cut off the drug trade.
- Know how reliance on commodities versus manufactured goods impacts poverty.
- Comprehend the impact of racial and socioeconomic divisions in Latin America.
- Know how poor education, urban overcrowding, and high population growth contribute to poverty.
- Know the challenges of environmental pollution and deforestation.
- Know the history of US relations with Cuba.
- Know the history of US relations with Haiti.
- Know the challenges of migration from Latin America to the United States.
- Know the effects on the US of the political and economic challenges in Latin America.

Assessments:

Students will participate in discussions; research, prepare and make presentations; Complete quizzes and tests as well as projects that cover the region's history before and after European conquest. The Tug of war between church and state, the effects of wide social and economic divisions, and struggles with weak governments and corruption. Poverty and population growth and the flow of migrants northward.

Scenario

1. You are a member of a special task force working for the state governor. The Governor has tasked you to prepare a briefing on a situation and options that might be taken as initial steps in dealing with this security crisis.
2. You must develop a series of options for the Governor to consider. Also identify the one you would recommend adopting. Prepare a short but comprehensive briefing laying out the situation. Include possible options, and your recommended response for the Governor. The meeting with the Governor is to be scheduled very soon. You have a few hours to prepare....

Background: Illegal immigrants continue to pour over the border between your state and Mexico. The federal government started a fence project years ago to limit illegal border crossings. However, the project was never completed. This left a major gap on the border of your state. In addition, the federal government has ignored your requests for increased assistance to help secure the border. There are mixed emotions across the state on how to handle the issue. The illegal immigrants provide a source of low paying blue-collar workers. Influential Hispanic leaders have cultural ties to the immigrants and want to champion their cause. They are poised to declare "racial profiling" on any restrictive measures the governor might take. Much to the governor's dismay, many large cities in the state have declared their municipalities "sanctuary cities." This means they will not cooperate with Immigration and Customs Enforcement agents and others trying to solve the illegal immigrant problem. Local and state law enforcement officials are clamoring for stricter enforcement measures.

Situation: Your state has come under national attention due to several recent incidents involving illegal immigrants. A popular rancher was ambushed and killed by an illegal immigrant as he tended his cattle. Border ranchers have formed a vigilante group deal with the issue. In one of the sanctuary cities, an illegal immigrant raped and murdered a teenage cheerleader. Parents, school officials, and national conservative talk show hosts are capitalizing on this event to show the ineptness of both the state and federal governments. The leaders of the economic community have appealed to the Governor to grant immunity to all illegal immigrants because they are in dire need of workers on the farms and in the plants. Failure to provide workers will have a severe economic impact on the local and state economies. The Governor is contemplating passing a law that will provide stricter enforcement policies against illegal immigrants.

Essential Questions:

1. What is the federal law addressing illegal immigration? How is the administration enforcing the policy? What are the effects of the US's policy?
2. How does the current US policy on illegal immigration affect our relationship with Mexico? What is the economic impact of remittances sent home to Mexico?
3. What is the impact of illegal immigration on the state and the country as a whole? Consider the economic, social, political, and security aspects of this issue.
4. What are the problems associated with the growing violence along the US-Mexican border? What are the problems with securing the border?
5. What connection does drug trafficking have with illegal immigration? What are other problems and concerns associated with illegal immigration?

Leadership Alignment:

Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

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Leadership and Responsibility

- ☐ Guide and Lead Others
- ☒ Be Responsible to Others

Performance Assessment(s):

Objective:

Students Must:

- Know the geographic locations of the major nations of Europe on a map.
- Know how Ancient Greece and the Roman Empire influenced Europe's development.
- Know how Christianity, Islam, and Judaism affected the development of Europe.
- Know how nationalism destroyed the continental European empires.
- Know how Marxism, socialism, and fascism affected the development of Europe.
- Know the origins of the European Union.
- Know which countries are members of the European Union.
- Know the political and economic structure of the European Union.
- Know the importance of the Euro as a world currency.
- Know why European countries have permitted immigration
- Know why immigrants have had difficulty assimilating into European societies.
- Know the difficulties Al Qaeda and its allies have posed for Europe.
- Know the background of ethnic and religious strife in Northern Ireland.
- Know how Yugoslavia was created after World War I.
- Know how World War II affected Yugoslavia.
- Know the role of Josip Broz Tito in uniting Yugoslavia after World War II.
- Know how Yugoslavia dissolved into seven independent countries.
- Know the history of ethnic cleansing in the Balkans.
- Know why the United States intervened in the two world wars and fought the Cold War.
- Know the historic purpose and current activities of North Atlantic Treaty Organization (NATO).
- Comprehend the importance to the US economy of trade with Europe.
- Comprehend the development of human rights

Assessments:

Students will participate in discussions; research, prepare and make presentations; Complete quizzes and tests as well as projects that cover how the ancient Greeks and Romans molded Europe's character. Impact on US and their founding principles. Europe's colonial ambitions, the effects of new nationalism on old empires, and the effects of fascism and communism. Collapse of Yugoslavia and the violence involved as well as European Union's history including expansion to include countries trying to leave Russia's sphere of influence.

Scenario

In your teams, create a coherent news report and video segment on Europe to inform the audience. Aspects of the news report include selecting and researching a relevant topic, writing a script, setting the news scene, and presenting and taping the final report. You are responsible for your assigned role.

Use the essential questions to guide your research and help you gather information. Then write a draft summary of your research results. In your assigned teams, share your findings and brainstorm ideas for your news report. Next, work together to create an outline for the report, and then draft and finalize a script. Be sure to rehearse your news report before recording the final video.

Resources:

Primary and/or secondary sources

Internet and/or print-based materials

Digital video camera (Flip Camera or any other video camera)

Microphone

Essential Questions:

1. What is the significance of the [issue/topic] in Europe?
2. What impact did this event have on Europe?
3. How does this impact the rest of the world? Should governments from other countries get involved?
4. If an issue, what can we do to solve the problem (e.g., terrorism)? If a topic, how can we share this valuable information with others (e.g., culture)?
5. How has this event impacted the present? How can this information help us prepare for the future?

Some resource websites include:

Europe Culture Info <http://www.culture.info/europe>
 European Culture Portal http://ec.europa.eu/culture/portal/index_en.htm
 Library of Congress, World Digital Library: <http://www.loc.gov/wdl/>
 The Holocaust: A Learning Site for Students <http://www.ushmm.org/outreach/en/>
 The Holocaust Online Exhibition <http://www.ushmm.org/museum/exhibit/online/>
 EuropeWord <http://www.europeword.com/>
 EuropeanVoice.com <http://www.europeanvoice.com/>
 BBC News Europe Country Profiles http://news.bbc.co.uk/2/hi/country_profiles/default.stm
 BBC News Europe <http://news.bbc.co.uk/2/hi/europe/default.stm>
 CNN Europe <http://edition.cnn.com/EUROPE/>
 European Commission Research http://ec.europa.eu/research/research-for-europe/index_en.html
 Centre for European Policy Studies <http://www.ceps.eu/>

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 - 1d - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- 2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas (11-12)

4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CC: College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Health and Fitness

Language

Mathematics

Reading

CC: Reading for Literacy in History/Social Studies

Key Ideas and Details (11-12)

2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure (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).

Integration of Knowledge and Ideas (11-12)

7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Science

Social Studies

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

Text Types and Purposes

1 - Write arguments focused on discipline-specific content.

1a - 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.

1b - Develop claim(s) and counterclaims fairly 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.

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

2b - 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.

Production and Distribution of Writing

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

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

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.

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 overreliance on any one source and following a standard format for citation.

9 - Draw evidence from informational texts to support analysis, reflection, and research.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Other
- ☐ Implement Innovations

Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☐ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☒ Solve Problems

Communication and Collaboratio

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☒ Analyze Media
- ☒ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Mange Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Other
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☐ Guide and Lead Others
- ☒ Be Responsible to Others