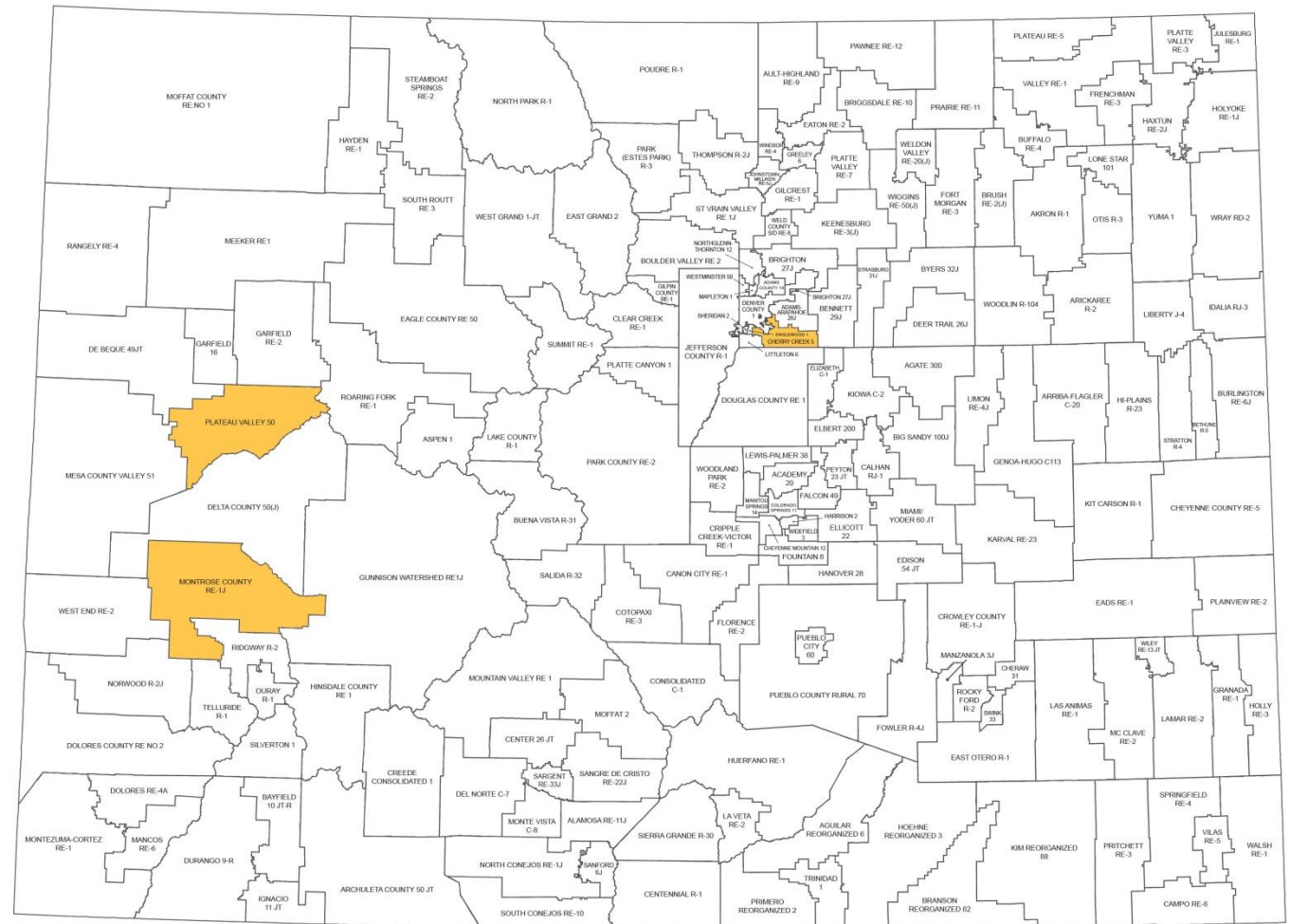


Colorado's District Sample Curriculum Project

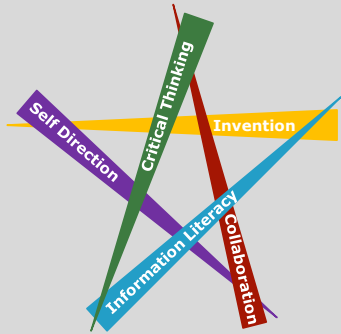
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DATE POSTED: MARCH 31, 2014

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Social Studies	Grade Level	High School
Course Name/Course Code	Civics		
Standard	Grade Level Expectations (GLE)	GLE Code	
1. History	1. Develop an understanding of how people view, construct, and interpret history	SS09-GR.HS-S.1-GLE.1	
	2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time	SS09-GR.HS-S.1-GLE.2	
	3. The significance of ideas as powerful forces throughout history	SS09-GR.HS-S.1-GLE.3	
2. Geography	2. Explain and interpret geographic variables that influence the interaction of people, places, and environments	SS09-GR.HS-S.2-GLE.2	
	3. The interconnected nature of the world, its people and places	SS09-GR.HS-S.2-GLE.3	
3. Economics	1. Productive resources - natural, human, capital - are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources	SS09-GR.HS-S.3-GLE.1	
	2. Economic policies impact markets	SS09-GR.HS-S.3-GLE.2	
	3. Government and competition impact markets	SS09-GR.HS-S.3-GLE.3	
4. Civics	1. Research, formulate positions, and engage in appropriate civic participation to address local, state, or national issues or policies	SS09-GR.HS-S.4-GLE.1	
	2. Purposes of and limitations on the foundations, structures and functions of government	SS09-GR.HS-S.4-GLE.2	
	3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government	SS09-GR.HS-S.4-GLE.3	
<div><div><p>Colorado 21st Century Skills</p><p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p><p>Information Literacy: <i>Untangling the Web</i></p><p>Collaboration: <i>Working Together, Learning Together</i></p><p>Self-Direction: <i>Own Your Learning</i></p><p>Invention: <i>Creating Solutions</i></p></div><div><p>Reading & Writing Standards for Literacy in History/Social Studies 6 - 12</p><p>Reading Standards</p><ul style="list-style-type: none">• Key Ideas & Details• Craft And Structure• Integration of Knowledge and Ideas• Range of Reading and Levels of Text Complexity<p>Writing Standards</p><ul style="list-style-type: none">• Text Types & Purposes• Production and Distribution of Writing• Research to Construct and Present Knowledge• Range of Writing</div></div>			
Unit Titles		Length of Unit/Contact Hours	Unit Number/Sequence
Securing the Blessings of Liberty		6 – 9 weeks	3

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Securing the Blessings of Liberty		Length of Unit	6-9 weeks	
Focusing Lens(es)	Policy and Process	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.HS-S.1-GLE.3 SS09-GR.HS-S.2-GLE.2 SS09-GR.HS-S.2-GLE.3	SS09-GR.HS-S.3-GLE.1 SS09-GR.HS-S.3-GLE.2 SS09-GR.HS-S.3-GLE.3 SS09-GR.HS-S.4-GLE.1 SS09-GR.HS-S.4-GLE.3	
CCSS Reading Standards for Literacy in History/ Social Studies 9-12	Grades 9-10 CCSS.RH.9-10.3 CCSS.RH.9-10.4 CCSS.RH.9-10.8	Grades 11-12 CCSS.RH.11-12.3 CCSS.RH.11-12.4 CCSS.RH.11-12.8	CCSS Writing Standards for Literacy in History/ Social Studies 9-12	Grades 9-10 CCSS.WHST.9-10.1 CCSS.WHST.9-10.4 CCSS.WHST.9-10.6	Grades 11-12 CCSS.WHST.11-12.1 CCSS.WHST.11-12.4 CCSS.WHST.11-12.6
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> How do the foreign policy choices of nations affect their citizens? What strategies can citizens use to most effectively influence public policy? (SS09-GR.HS-S.4-GLE.1-IQ.3) Why do countries view global issues from different perspectives? (SS09-GR.HS-S.4-GLE.3-IQ.1) 				
Unit Strands	History, Geography, Economics, Civics				
Concepts	Public/foreign/economic policy, process, representatives, taxes, resources, scarcity, suffrage, negotiate, alliance(s), liberty and order, security, treaties, diplomacy, embargo, tariff, international, national, monetary/fiscal policy, incentive(s), globalization, trade, resource allocation, cultural diffusion				

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Policy proposals and decisions of elected representatives reflect specific ideals, values, and beliefs that are often affiliated with a political party (SS09-GR.HS-S.4-GLE.3-EO.e)	<p>How can citizens monitor and influence public policy? (SS09-GR.HS-S.4-GLE.3-EO.c)</p> <p>What role does public policy play in reconciling conflicting claims for scarce resources? (SS09-GR.HS-S.2-GLE.3-EO.a)</p> <p>How do political parties in the U.S. advocate for the (re)structuring of the tax system (e.g. progressive, proportional, and regressive)? (SS09-GR.HS-S.3-GLE.3-EO.d)</p>	<p>How does public policy establish the boundaries of individual freedom?</p> <p>How does public policy making establish an agreeable balance between liberty and order?</p>
Citizens employ their suffrage rights as a primary and powerful means to express (dis)satisfaction with their elected official's policy decisions and positions (SS09-GR.HS-S.4-GLE.1-EO.b,c) and (SS09-GR.HS-S.4-GLE.3-EO.b)	<p>What are the ways citizens influence public policy?</p> <p>Why don't citizens tend to exercise their right to participate in public policy decisions more often?</p>	<p>What is government's role in problem solving for its citizens?</p> <p>What would be the effect on citizens if public policy contained no input from its citizens?</p> <p>Does citizen involvement and input lead to the best policy decisions?</p>

Colorado Teacher-Authored Sample Instructional Unit

Domestic policy decisions usually reflect a nation's history, its social and economic conditions, the needs and priorities of its people, and the nature of its government (SS09-GR.HS-S.4-GLE.3-EO.b,c)	How does the government negotiate the frequent disagreements among people of different backgrounds and philosophies reflected in domestic policy? What social and economic conditions are evident and addressed by the Patient Protection and Affordable Care Act (PPACA) and the Troubled Asset Relief Program (TARP) policies?	What are possible motivations underlying domestic policy decisions? (SS09-GR.HS-S.4-GLE.3-IQ.4) How do people resolve policy differences while remaining respectful of multiple perspectives? (SS09-GR.HS-S.4-GLE.3-IQ.4)
Foreign policy goals maintain and promote the favorable position and security of the nation, and set standards of interaction with foreign nations for its organizations, corporations and individual citizens (SS09-GR.HS-S.3-GLE.2-EO.b) and (SS09-GR.HS-S.4-GLE.3-EO.d,e)	What strategies does United States use to meet its foreign policy goals? (e.g. treaties, diplomacy, alliances, embargoes, tariffs, etc) (SS09-GR.HS-S.3-GLE.2-EO.b) and (SS09-GR.HS-S.4-GLE.3-EO.d,e) What should be the priorities of American foreign policy? Should the U.S. only use its military might to defend its borders or should it be involved in peace-keeping efforts around the world? What is the proper role of the United States in the international community? Is it different now than it was 200 years ago? Fifty years ago?	How involved should a country be in the affairs of other nations? What tools of foreign policy are most effective? What causes nations to come together to negotiate alliances?
Government monetary and fiscal policies regulate a nation's local, state, national economy through positive and negative incentives (SS09-GR.HS-S.3-GLE.2-EO.a,e,f) and (SS09-GR.HS-S.4-GLE.3-EO.c)	Should the United States attempt to trade "freely" with other nations, or should it enact restrictive tariffs to protect American companies and manufacturers? What kind of tax (progressive, regressive or proportional) is the most fair? (SS09-GR.HS-S.3-GLE.3-EO.d) What are potential problems of and solutions to federal spending?	How does the government spend the taxes that citizens pay? How do government expenditures affect the economy? (SS09-GR.HS-S.3-GLE.2-EO.a)
Increasing international interdependence among nations may lead to conflict and cooperation around resource allocation/distribution, cultural diffusion, and other globally significant issues (SS09-GR.HS-S.2-GLE.2-EO.d) and (SS09-GR.HS-S.3-GLE.1-EO.a) and (SS09-GR.HS-S.4-GLE.3-EO.e)	What is meant by the term globalization and how does it impact governments, economies, and cultures? How does increasing globalization influence the interaction of people on Earth? (SS09-GR.HS-S.2-GLE.3-IQ.1) What are the issues related to resource allocation and cultural diffusion that lead to cooperation and or conflict?	How do cooperation and conflict influence the division and control of the social, economic, and political spaces on Earth? (SS09-GR.HS-S.2-GLE.3-IQ.2) How do international interactions vary from country to country?

Colorado Teacher-Authored Sample Instructional Unit

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> Strategies used by the United States to meet foreign policy goals (e.g. diplomacy, trade, military action, treaties, etc) (SS09-GR.HS-S.4-GLE.3-EO.d) Globalization is the increasing interdependence among nations for both human and natural resources (SS09-GR.HS-S.2-GLE.3-EO.b) and (SS09-GR.HS-S.4-GLE.3-EO.e) The relationship between economic goals/policy decisions and the allocation of scarce resources (SS09-GR.HS-S.2-GLE.3-EO.a) and (SS09-GR.HS-S.3-GLE.1-EO.a) The role of government within different economic systems (e.g. capitalism, socialism, etc) (SS09-GR.HS-S.3-GLE.3-EO.a,c) The differences between and the Constitutional guidelines for monetary and fiscal policy (SS09-GR.HS-S.3-GLE.2-EO.c) and (SS09-GR.HS-S.4-GLE.2-EO.d) What domestic policy is and how it is implemented at the local, state, and national levels (SS09-GR.HS-S.4-GLE.3-EO.b,c) The role, purpose, and function of the Electoral College The importance of using suffrage rights as a means to influence public policy (SS09-GR.HS-S.4-GLE.1-EO.a,c; IQ.3) 	<ul style="list-style-type: none"> Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (SS09-GR.HS-S.4-GLE.1-EO.b,c; IQ.3) (SS09-GR.HS-S.4-GLE.3-EO.a,b,c,d; IQ.2,3) Analyze how cooperation and conflict influence the division and control of Earth (SS09-GR.HS-S.2-GLE.3-EO.e) Predict and draw conclusions about the global impact of cultural diffusion (SS09-GR.HS-S.2-GLE.3-EO.f) Investigate foreign policy issues and propose alternate plans (SS09-GR.HS-S.4-GLE.3-N.2) Gather and analyze data from multiple sources to find patterns and create hypotheses on foreign policy (SS09-GR.HS-S.4-GLE.3-N.1)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>The United States is characterized as a capitalistic system which is dictated by the economic transactions of individuals and groups.</i> <i>The United States Government and its citizens play a significant role in regulating the nation’s economy and engaging in public policy decisions.</i>
Academic Vocabulary:	Process, resources, scarcity, negotiate
Technical Vocabulary:	Public/foreign/economic policy, representatives, taxes, suffrage, alliance(s), liberty and order, security, treaties, diplomacy, embargo, tariff, international, national, monetary/fiscal policy, incentive(s), globalization, trade, human/natural resource allocation, progressive/regressive/proportional tax, restrictive tariffs

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	This unit explores the historical events and the role of government in shaping U.S. domestic and foreign policy, and the rights and responsibilities of citizens to participate in policy decision making. The unit begins with a look at political parties and the role that party platforms play in policy decisions. Next, students will study monetary and fiscal policy decisions and how citizens may react to and/or influence those decisions. Next, students examine domestic and foreign issues/policies, the tools used by the federal government to make those decisions, and the ways in which citizens may influence policy decisions. The unit culminates with students will creating a newscast that illustrates the social and economic conditions, and priorities of the people related to an ongoing domestic or foreign issue.
Considerations	The writers of this unit determined that the previous unit name, found in the overview, was not accurate; therefore, they changed the name to “Securing the Blessings of Liberty” to more accurately reflect the content of the instructional unit. Notice that the focus of this unit is primarily on contemporary issues and that the learning experiences spiral through the role of government in policy decision making and the rights and responsibilities of citizens to react/respond/participate in policy decision making.
Unit Generalizations:	
Key Generalizations:	Domestic policy decisions usually reflect a nation’s history, its social and economic conditions, the needs and priorities of its people, and the nature of its government
	Foreign policy goals maintain and promote the favorable position and security of the nation, and set standards of interaction with foreign nations for its organizations, corporations and individual citizens
Supporting Generalizations:	Policy proposals and decisions of elected representatives reflect specific ideals, values, and beliefs that are often affiliated with a political party
	Citizens employ their suffrage rights as a primary and powerful means to express (dis)satisfaction with their elected official’s policy decisions and positions
	Government monetary and fiscal policies regulate a nation’s local, state, national economy through positive and negative incentives
	Increasing international interdependence among nations may lead to conflict and cooperation around resource allocation/distribution, cultural diffusion, and other globally significant issues

Performance Assessment: *The capstone/summative assessment for this unit.*

Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Domestic policy decisions usually reflect a nation’s history, its social and economic conditions, the needs and priorities of its people, and the nature of its government Foreign policy goals maintain and promote the favorable position and security of the nation, and set standards of interaction with foreign nations for its organizations, corporations and individual citizens
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	Are you ready for an excellent adventure? Welcome to “TTN Network!” You and your crack news team are in charge of producing the next award-winning episode of our show <i>TIME TRAVEL NEWS</i> . Your team must investigate one domestic or foreign issue (e.g. gun control, immigration, civil rights, worker’s rights, taxation, voting rights, free trade, child labor, etc.) and trace the history of U.S. policy decisions and the social/economic conditions that precipitated the decisions. As any exemplary news team knows, historical/social context is critical to understanding policy decisions and their outcomes.

Colorado Teacher-Authored Sample Instructional Unit

Product/Evidence: (Expected product from students)	<p>Students will create a newscast that demonstrates the social and economic conditions, and priorities of the people related to an ongoing domestic or foreign issue (such as gun control, immigration, civil rights, worker’s rights, taxation, voting rights and free trade). In groups, students will research and determine landmark U.S. governmental policy decisions in the last 75 years as they relate to social, political and economic issues. For each of these policies and decisions, students will explore and report on the historical context, the social and economic conditions that influenced those policies, and the needs and priorities of the American public during that time.</p> <p><i>This assessment will necessitate the creation of a rubric with a set of criteria to determine the degree to which a student's performance meets the expectations of the summative/capstone assessment. Here is an overview of the steps in developing a performance assessment rubric.</i></p>
Differentiation: (Multiple modes for student expression)	<p>Students may be provided with examples of key events. Additionally, if necessary, students may use a teacher provided scripted outline to complete their newscast</p> <p>Students may be assigned roles such as director, writer, prop and/or costume designer, actor, editor; however, everyone needs to do some research</p> <p>Students may be provided with opportunities to select certain aspects of the production of the newscast such as the advertisements, or they may choose to storyboard (paper/pen task) the newscast</p>

Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	Fiction
<p>Beals, M. <i>Warriors Don’t Cry</i>. Lexile: 1000</p> <p>Cahill, M. <i>Environment and Social Policy</i>. Lexile: 1450</p> <p>Condon, B. <i>NAFTA, WTO, and Global Business Strategy</i>. Lexile: 1490</p> <p>Dobson, A. & Marsh, S. <i>US Foreign Policy since 1945</i>. Lexile: 1430</p> <p>Hoge, J. & Zakaria, F. <i>The American Encounter</i>. Lexile: 1380</p> <p>Hunter, N. <i>Immigration</i>. Lexile: 1120</p> <p>Hunter-Gault, C. <i>To the Mountaintop: My Journey Through the Civil Rights Movement</i>. Lexile level: 1000</p> <p>Keyssar, A. <i>The Right to Vote: The Contested History of Democracy in the United States</i>. Lexile: 1490</p> <p>Nau, H & Ollapally, D. <i>Worldviews of Aspiring Powers: Domestic Foreign Policy Debates in China, India, Iran, Japan, and Russia</i>. Lexile: 1200-1600</p> <p>Niskanen, W. <i>Reaganomics: An Insider's Account of the Policies and the People</i>. Lexile: 1200-1600</p> <p>Ollhoff, J. <i>Identity and Civil Rights</i>. Lexile: 940</p> <p>Raimondo, H. <i>Economics of State and Local Government</i>. Lexile: 1250</p> <p>Robinson, D. <i>Dictionary of Human Rights</i>. Lexile: 1610</p> <p>Smith, K. & Light, M. <i>Ethics and Foreign Policy</i>. Lexile: 1480</p>	<p>Aronson, M. & Budhos, M. <i>Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science</i>. Lexile: 1130</p> <p>Chestnutt, C. <i>House Behind the Cedars</i>. Lexile: 1220</p> <p>Dupre, J. <i>Bread and Roses: How an Orphan Girl Helped American Women Win the Vote</i>. Lexile: 660</p> <p>English, K. <i>Francie</i>. Lexile: 660</p> <p>Fleischman, P. <i>The Borning Room</i>. Lexile: 800</p> <p>Fromm, E. <i>May Man Prevail?</i> Lexile: 1380</p> <p>Ness, P. <i>The Ask and The Answer</i>. Lexile: 770</p>

Colorado Teacher-Authored Sample Instructional Unit

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Students will 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 CCSS.RH-11-12.4	Teacher Resources:	http://tinyurl.com/lazw9bn (Word walls – A support for literacy in secondary classrooms) http://www.learningunlimitedllc.com/2013/07/5-steps-word-walls/ (5 easy steps to rockin' word walls)
			Student Resources:	http://www.realclassroomideas.com/resources/graphic+organizers-wordbank.pdf (Word Bank graphic organizer) http://www.eslpages.com/samplesheets/samplewordbanksheets.htm (Word bank worksheet) http://www.realclassroomideas.com/resources/graphic+organizers-vocabcards.pdf (Vocabulary graphic organizer)
	Skills:	Collect vocabulary words and create an ongoing word wall using context clues, definitions and ongoing supports	Assessment:	Students will create a word wall to visualize important vocab throughout the unit.
2.	Description:	Think and work like a politician selecting appropriate evidence to build and defend national and international policy decisions	Teacher Resources:	http://www.edudemic.com/digital-portfolios-students/ (4 ways to make digital portfolios with students) http://www.freetech4teachers.com/2013/09/create-digital-portfolios-on-educlipper.html (How to create digital portfolios on eduClipper)
			Student Resources:	https://educlipper.net/ (Create a digital portfolio on eduClipper) http://www.eduplace.com/graphicorganizer/pdf/5Ws.pdf (The five w's graphic organizer)
	Skills:	Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, to support or reject hypotheses	Assessment:	Students will keep a digital current events portfolio throughout the unit, to include news articles, editorials, essays, etc. With each entry to the portfolio, students will write a paragraph outlining the 5 w's for that entry.
3.	Description:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience CCSS.WHST.11-12.1	Teacher Resources:	https://www.teachingchannel.org/videos/teaching-about-textual-evidence (A short video on how to teach students to use textual evidence in writing) http://tinyurl.com/jwtkrra (Developing evidence based arguments from texts) http://socialstudiesdifferentiatedinstruction.com/common-core-cite-specific-textual-evidence/ (Writing specific textual evidence)
			Student Resources:	http://www.icivics.org/products/drafting-board (How to produce an argumentative essay) http://www.youtube.com/watch?v=ROEDILG2Uhs (A short video on how to use textual evidence in writing)
	Skills:	Develop claims and counterclaims supported by specific evidence from primary and secondary sources	Assessment:	Students will be assessed through the unit on their ability to develop claims and counterclaims supported by evidence.

Colorado Teacher-Authored Sample Instructional Unit

Prior Knowledge and Experiences

Students should have a basic knowledge of the historical basis and structure of U.S. government. Students should also have some experience reading and analyzing primary and secondary sources.

Learning Experience # 1

The teacher may provide primary and secondary source documents which reflect contemporary political positions of the Democratic and Republican parties (on issues such as healthcare, gun control, immigration, etc.) so that students can discover how political platforms provide the foundation for policy decisions.

Generalization Connection(s):	<p>Policy proposals and decisions of elected representatives reflect specific ideals, values, and beliefs that are often affiliated with a political party</p> <p>Domestic policy decisions usually reflect a nation's history, its social and economic conditions, the needs and priorities of its people, and the nature of its government</p>	
Teacher Resources:	<p>http://www.learner.org/courses/democracyinamerica/dia_12/ (Political Parties: Mobilizing Agents – incl. videos, primary sources, etc. – Annenberg Learner)</p> <p>http://www.learner.org/courses/democracyinamerica/dia_12/dia_12_video.html (A 30 minute video explaining political parties – Annenberg Learner)</p> <p>http://www.gop.com/wp-content/uploads/2012/08/2012GOPPlatform.pdf (GOP 2012 Political Platform)</p> <p>http://www.democrats.org/democratic-national-platform (The Democratic National Party Platform)</p> <p>http://www.learner.org/courses/democracyinamerica/dia_12/dia_12_ct.html (Political Parties: What is Your Stance? – Annenberg Learner)</p>	
Student Resources:	<p>http://www.gop.com/wp-content/uploads/2012/08/2012GOPPlatform.pdf (GOP 2012 Political Platform)</p> <p>http://www.democrats.org/democratic-national-platform (The Democratic National Party Platform)</p> <p>http://www.imperfectparent.com/resources/government/political_party_platforms.php (Political party platforms)</p> <p>http://www.learner.org/courses/democracyinamerica/dia_12/dia_12_ct.html (Political Parties: What is Your Stance? – Annenberg Learner)</p>	
Assessment:	<p>Students will complete a short quiz to help them determine their political party affiliation.</p> <p>http://www.learner.org/courses/democracyinamerica/dia_12/dia_12_ct.html (Political Parties: What is Your Stance?)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may provide answers verbally to the teacher or to a peer
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may take on the role of a potential candidate for student government and discuss what they would do to support their peers based on their party affiliation	Students may complete a political flyer/announcement for their party's platform and discuss how their affiliation will drive their decisions as elected members of their class

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none"> • The historical background and development of the two-party system • The purpose and functions of political parties • The difference and/or similarities between the Republican Party and the Democratic Party • The political platforms of the Republican and Democratic parties • Domestic policy issues such as social security, gun control, immigration, security/defense, education, welfare, etc.
Key Skills:	<ul style="list-style-type: none"> • Identify personal political affiliation • Compare and contrast political platforms
Critical Language:	Political platform, Republican, Democrat, conservative, liberal, policy decision, political party, bi-partisan(ship), partisan politics, two-party system, domestic policy, GOP

Learning Experience # 2

The teacher may utilize editorials, news articles, news clips, etc. illustrating various U.S. policies so that students can begin to identify the differences between domestic and foreign policy issues and practices.

Generalization Connection(s):	<p>Domestic policy decisions usually reflect a nation's history, its social and economic conditions, the needs and priorities of its people, and the nature of its government</p> <p>Foreign policy goals maintain and promote the favorable position and security of the nation, and set standards of interaction with foreign nations for its organizations, corporations and individual citizens</p>
Teacher Resources:	<p>http://www.usnews.com/cartoons (Political Cartoons - U.S. News)</p> <p>http://www.usnews.com/cartoons/economy-cartoons (Political cartoons on the economy - U.S. News)</p> <p>http://www.cartoonstock.com/newscartoons/directory/u/us_foreign_policy.asp (U.S. foreign policy political cartoons)</p> <p>http://www.choices.edu/resources/current.php (Teaching with the News – The Choices Program)</p> <p>http://www.choices.edu/resources/twn/twn_middle_east_cartoons.php (Lesson Plan: U.S. policy on the Middle East: Analyzing Political Cartoons – The Choices Program)</p> <p>http://www.loc.gov/teachers/usingprimarysources/ (Using primary sources – Library of Congress)</p> <p>http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf (Analyzing political cartoons teacher's guide - Library of Congress)</p>
Student Resources:	<p>http://www.loc.gov/teachers/primary-source-analysis-tool/ (Digital primary source analysis tool – Library of Congress)</p> <p>http://www.thisnation.com/textbook/processes-policyprocess.html (Article: <i>The Public Policy Process</i>)</p> <p>http://www.thisnation.com/textbook/processes-social.html (Article: <i>Social Policy</i> – Part of U.S. domestic policy)</p> <p>http://www.thisnation.com/textbook/processes-foreign.html (Article: Foreign Policy)</p>
Assessment:	Students will sort and analyze political cartoons into domestic and foreign policy categories, then construct a written argument for the inclusion of each policy into those categories.

Colorado Teacher-Authored Sample Instructional Unit

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process) Students may be provided with a T-chart to assist them in organizing their thinking http://www.worksheetworks.com/miscellanea/graphic-organizers/tchart.html (T-Chart graphic organizer examples) http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain599/DoubleBubbleMap.pdf (Thinking map for comparing and contrasting)	Expression (Products and/or Performance) Students may use a thinking map to create and present their argument verbally
Extensions for depth and complexity:	Access (Resources and/or Process) http://www.wikihow.com/Make-a-Political-Cartoon (How to make a political cartoon)	Expression (Products and/or Performance) Students may create their own political cartoon reflecting a domestic and/or foreign policy
Critical Content:	<ul style="list-style-type: none"> • What domestic policy is and how it is implemented at the local, state, and national levels • Domestic issues such as: gun control, immigration, civil rights, worker’s rights, taxation, voting rights • How domestic politics and constitutional principles of the U.S. affect its relations in the world (e.g. the Marshall Plan, the policy of containment, etc.) • What foreign policy is and how it • Historical roots and context of U.S. foreign policies such as: isolationism, intervention, détente, etc. • The various means used to attain the goals of U.S. foreign policy (e.g. treaties, diplomacy; economic, military, humanitarian aid; sanctions, military intervention, etc.) • The influence of American constitutional values and principles on American foreign policy (e.g. the commitment to the self-determination of nations) 	
Key Skills:	<ul style="list-style-type: none"> • Analyze primary sources • Analyze the author’s perspective in primary sources 	
Critical Language:	Foreign policy, domestic policy, social policy, political cartoon, fact v. opinion, political cartoon, satire, propaganda, isolationism, intervention, national interest, democratization	

Learning Experience #3

The teacher may use examples of domestic social policies (e.g., social security, welfare, Head Start program, Affordable Health Care Act, etc.) connected to particular eras and historical contexts so that students can examine the ever-changing role of government in shaping public policy.

Generalization Connection(s):	Domestic policy decisions usually reflect a nation’s history, its social and economic conditions Policy proposals and decisions of elected representatives reflect specific ideals, values, and beliefs that are often affiliated with a political party
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Colorado Teacher-Authored Sample Instructional Unit

Teacher Resources:	http://www.thisnation.com/textbook/processes-social.html (Article: <i>Domestic social policy</i>) http://www.americanrhetoric.com/newtop100speeches.htm (A list of top speeches given in American history, many about civil rights.) https://tinyurl.com/mqfl2pd (A speech by George W. Bush describing No Child Left Behind) https://tinyurl.com/m5l6yqb (A 3 min. video of Obama explaining health care) https://tinyurl.com/moez4se (An interactive timeline of U.S. domestic policies) http://www.whitehouse.gov/administration/eop/dpc (The White House Domestic Policy Council) http://www.dipity.com/ (Online digital timeline creator)	
Student Resources:	http://www.ushistory.org/gov/11.asp (Process for developing public policy) https://tinyurl.com/m5l6yqb (A 3 min. video of Obama explaining health care) http://www.thisnation.com/textbook/processes-social.html (Article: <i>Domestic social policy</i>) https://tinyurl.com/moez4se (An interactive timeline of U.S. domestic policies) http://www.whitehouse.gov/administration/eop/dpc (The White House Domestic Policy Council) http://www.dipity.com/ (Online digital timeline creator)	
Assessment:	Students will create a digital, annotated timeline of historical events and <i>social</i> domestic policies illustrating the changing role of government in shaping social policy.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.dipity.com/ (Online digital timeline creator)	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may include primary sources, multimedia clips, etc. into the timeline
Critical Content:	<ul style="list-style-type: none"> • The domestic policy-making process in the White House • Social policy issues such as immigration, civil rights, health care, education, poverty, welfare, etc. • The stances that Republicans and Democrats take on various social policy issues • The role of the political parties in influencing/shaping social policy • How domestic policy has evolved since the end of World War II • Examples of domestic policies such as the Food Stamp Act, the Civil Rights Act of 1968, the Endangered Species Act, the Environmental Protection Act, No Child Left Behind, etc. 	
Key Skills:	<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text (CCSS.RH.11-12.4) • Analyze primary and secondary sources • Cite specific evidence from a source 	
Critical Language:	Public policy, domestic policy, immigration, social policy, culture, economic, health care, civil rights, No Child Left Behind, welfare	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 4		
The teacher may provide news clips, articles, speeches, etc. that illustrate stances taken by American citizens on social issues (e.g., immigration, civil rights, environment, education, health care, etc.) so that students can understand how citizens have influenced, informed, and reacted to social policies.		
Generalization Connection(s):	<p>Domestic policy decisions usually reflect a nation's history, its social and economic conditions, the needs and priorities of its people, and the nature of its government</p> <p>Citizens employ their suffrage rights as a primary and powerful means to express (dis)satisfaction with their elected official's policy decisions and positions</p> <p>Policy proposals and decisions of elected representatives reflect specific ideals, values, and beliefs that are often affiliated with a political party</p>	
Teacher Resources:	<p>http://www.learner.org/courses/democracyinamerica/dia_11/ (<i>Public Opinion: Voice of the People</i>, incl. videos, primary sources, etc. - Annenberg Learner)</p> <p>http://www.learner.org/courses/democracyinamerica/dia_14/dia_14_topic.html (<i>Interest Groups: Organizing to Influence</i>, incl. videos, primary sources, etc. - Annenberg Learner)</p> <p>http://www.learner.org/courses/democracyinamerica/dia_14/dia_14_video.html (A 30 minute video on interest groups – Annenberg Learner)</p> <p>http://www.policyalmanac.org/ (A digest of major U.S. public policy news reports)</p>	
Student Resources:	<p>http://www.learner.org/courses/democracyinamerica/dia_11/dia_11_ct.html (Interactive critical thinking activity – <i>The Voice of the People</i> – Annenberg Learner)</p> <p>http://www.policyalmanac.org/ (A digest of major U.S. public policy news reports)</p>	
Assessment:	Students will collect news articles on public policy issues/decisions and write a paragraph for each article explaining how it represents a public policy issue and what citizens can or have done to influence policy on the issue. CCSS.WHST.11-12.4	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>https://tinyurl.com/k7pmpqv (Paragraph graphic organizer)</p> <p>Students may be provided with teacher selected news articles</p> <p>Students may be provided with scaffolding for the paragraph (e.g. cloze, sentence stems, etc.)</p> <p>http://www.theteachertoolkit.com/index.php/tool/sentence-stems (Teacher toolkit-sentence stems)</p> <p>http://olc.spsd.sk.ca/De/PD/instr/strats/cloze/index.html (Instructions for Cloze methodology)</p>	Students may complete a graphic organizer to aid in the writing of their paragraph
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may include their stance or the methods they might employ to policy on the issue

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none"> • How citizens monitor and influence public policy • Methods citizens may employ to influence public policy such as: petition, rallies, marches, public opinion poll, write letters to Senators and Representatives • The role of special interest groups in influencing public policy • The principal tactics used by Special Interest Groups to influence public policy
Key Skills:	<ul style="list-style-type: none"> • Analyze and evaluate the influence of various forms of citizen action on public policy • Describe the different types of interest groups • 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 (CCSS. RH 11-12.4)
Critical Language:	Political culture, petition, rallies, marches, public opinion poll, special interest groups, media, lobbyist, advocacy, faction, political action committee (PAC)

Learning Experience # 5

The teacher may use examples of domestic fiscal policies (e.g. the New Deal, Reaganomics, American Recovery and Reinvestment Act, etc.) connected to particular eras and historical contexts so that students can examine the ever-changing role of government in shaping domestic fiscal policy.

Generalization Connection(s):	Government monetary and fiscal policies regulate a nation's local, state & national economy through positive and negative incentives. Domestic policy decisions usually reflect a nation's history, its social and economic conditions, the needs and priorities of its people, and the nature of its government.
Teacher Resources:	https://tinyurl.com/k2xe4rp (Activity to help students distinguish between monetary and fiscal policy – the Richmond Federal Reserve Bank) http://www.ushistory.org/gov/11c.asp (An explanation of economic policy) http://www.whitehouse.gov/omb/budget (The President's Budget for 2015) http://www.youtube.com/watch?v=VMwtfksvIOE (Video: <i>Tyrannosaurus Debt</i> – Schoolhouse Rock) https://tinyurl.com/oafutrl (20th century U.S. fiscal policy decisions) http://www.c-spanclassroomdeliberations.org/issues/balancedbudget (Interactive website activity on balancing the budget) http://www.econedlink.org/lessons/index.php?lid=352&type=educator (Lesson plan: Fiscal and monetary process – EconEdLink)
Student Resources:	http://www.diffen.com/difference/Fiscal_Policy_vs_Monetary_Policy (The difference between fiscal and monetary policy) http://www.thisnation.com/textbook/processes-economic.html (An explanation of economic policy – monetary and fiscal) http://www.ushistory.org/gov/11c.asp (An explanation of economic policy) http://www.youtube.com/watch?v=VMwtfksvIOE (Video: <i>Tyrannosaurus Debt</i> – Schoolhouse Rock) http://www.nytimes.com/interactive/2010/11/13/weekinreview/deficits-graphic.html?_r=0 (Activity: Balancing the Federal Budget) http://www.icivics.org/games/peoples-pie ("Piece of the Pie" Federal Budget Activity - iCivics)
Assessment:	Students will create their own online wiki. Students will research and present points of view on both sides of an issue, and then make an informed decision on the following: What should Congress and the President do about the automatic tax increases and spending cuts that will go into effect on January 1, 2013 (the "fiscal cliff")? http://www.c-spanclassroomdeliberations.org/activities/webactivity (C-SPAN Classroom DELIBERATIONS site for information on creating a wiki)

Colorado Teacher-Authored Sample Instructional Unit

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided with a graphic organizer to assist in their thinking about both sides of an issue and options from multiple perspectives http://www.worksheetworks.com/miscellanea/graphic-organizers/tchart.html (T-Chart graphic organizer examples)	Students may present their storyboards to the class or to the teacher
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf (Persuasive template)	Students may write a persuasive paragraph to accompany their wiki detailing their point of view on the issues researched
Critical Content:	<ul style="list-style-type: none"> • The difference between monetary and fiscal policy and associated Constitutional guidelines • Monetary policy involves changing the interest rate and influencing the money supply • Fiscal policy involves the government changing tax rates and levels of government spending to influence aggregate demand in the economy • The Constitution gives Congress the power to tax (16th Amendment) • Taxes fund government spending for domestic and foreign issues/policies • The Federal government has a specific procedure for spending • The Democratic and Republican stances on the role of government in controlling/regulating the economy 	
Key Skills:	<ul style="list-style-type: none"> • Analyze data and draw conclusions • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCSS.WHST.11-12.4) 	
Critical Language:	Income tax, progressive tax, regressive tax, flat tax, taxation, fiscal policy, social programs, 16th amendment, federal budget deficit, surplus, spending, revenue, national debt, stagnant economy, aggregate demand, aggregate supply, recession, inflation, positive incentive, negative incentive	

Learning Experience # 6		
The teacher may provide news clips, articles, speeches, etc. that illustrate stances taken by American citizens on taxation and spending (e.g., education, health care, tax relief, etc.) so that students can understand how citizens have influenced, informed, and reacted to domestic fiscal policies.		
Generalization Connection(s):	Domestic policy decisions usually reflect a nation's history, its social and economic conditions, the needs and priorities of its people, and the nature of its government Government monetary and fiscal policies regulate a nation's local, state, national economy through positive and negative incentives	
Teacher Resources:	https://tinyurl.com/onw52oe ("Take a Stand" – procedure for conducting a classroom deliberation – C-SPAN classroom) https://tinyurl.com/mx5ewd6 (Graphic organizer for taking notes on arguments for and against an issue) https://tinyurl.com/ku86l52 (Article: <i>The Economic Role of Government: Focus on Stability, Not Spending</i>) http://media.pimco.com/Documents/WP025-102208_Final.pdf (Article: <i>Government's Role in the Financial Crisis</i>) http://economics.about.com/od/useconomichistory/a/government_inv.htm (Government and citizen involvement in the economy)	

Colorado Teacher-Authored Sample Instructional Unit

Student Resources:	http://www.economicshelp.org/blog/5735/economics/should-the-government-intervene-in-the-economy/ (Article: Should the Government Intervene in the Economy – incl. arguments for and against intervention) https://tinyurl.com/mx5ewd6 (Graphic organizer for taking notes on arguments for and against an issue) http://economics.about.com/od/useconomichistory/a/government_inv.htm (Government and citizen involvement in the economy)	
Assessment:	Students will participate in a classroom deliberation around the question “What role should citizens and government have during times of economic crises?”	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided with a thinking map to assist in their organization of the topic http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain599/DoubleBubbleMap.pdf (Thinking map for comparing and contrasting) Students may be provided with sentence stems for forming deliberation strategy	Students may present only to the teacher
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may take the role of the President or Congress and make “final” decisions on class deliberations
Critical Content:	<ul style="list-style-type: none"> • The importance of using suffrage rights as a means to influence public policy • How citizens monitor and influence fiscal policy • Methods citizens may employ to influence fiscal policies such as: voting, petition, rallies, marches, public opinion poll, write letters to Senators and Representatives 	
Key Skills:	<ul style="list-style-type: none"> • Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape fiscal policy 	
Critical Language:	Income tax, progressive tax, regressive tax, flat tax, social programs, federal budget deficit, federal debt, surplus, spending	

Learning Experience # 7

The teacher may use examples of domestic monetary policies (e.g., the Gold Standard and abandonment, the Federal Reserve raising interest rates-1970’s, Federal Reserve cutting interest rates-1990’s, raising the debt ceiling, etc.) connected to particular eras and historical contexts so that students can examine the ever-changing role of government in shaping domestic monetary policy.

Generalization Connection(s):	Domestic policy decisions usually reflect a nation’s history, its social and economic conditions, the needs and priorities of its people, and the nature of its government Government monetary and fiscal policies regulate a nation’s local, state, national economy through positive and negative incentives
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Colorado Teacher-Authored Sample Instructional Unit

Teacher Resources:	http://www.thisnation.com/textbook/processes-economic.html (An explanation of economic policy – monetary and fiscal) http://www.federalreserve.gov/faqs/about_12594.htm (What is the purpose of the Federal Reserve System?) http://www.frbsf.org/us-monetary-policy-introduction/ (U.S. Monetary Policy: An Introduction – Federal Reserve Bank of San Francisco) http://www.frbsf.org/education/teacher-resources/what-is-the-fed/monetary-policy (Teacher Resource: <i>What is the Fed: Monetary Policy</i>) http://www.frbatlanta.org/filelegacydocs/09LPY_Astuto.pdf (Lesson Plan: <i>An Economic SIM-ulus Package</i> → NOTE: the link in the lesson plan to the monetary policy simulation has changed to: http://sffed-education.org/chairman/) http://www.climatereview.net/ChewTheFat/?p=950 (Article: <i>Money Creation in the U.S. Federal Reserve System</i>) https://tinyurl.com/oqey82h (Short Video: <i>How Transparent Should the FED Be?</i> – PBS)	
Student Resources:	http://www.federalreserve.gov/faqs/about_12594.htm (What is the purpose of the Federal Reserve System?) http://www.youtube.com/watch?v=VMwtfksvIOE (Video: <i>Tyrannosaurus Debt</i> – Schoolhouse Rock) http://climatereview.net/ChewTheFat/?attachment_id=954 (Diagram explaining money creation in the U.S. Federal Reserve System) https://tinyurl.com/oqey82h (Short Video: <i>How Transparent Should the FED Be?</i> – PBS)	
Assessment:	Students will participate in a monetary policy simulation in which they must make decisions about how to keep the economy and unemployment rate near normal http://sffed-education.org/chairman/ (Simulation: So You Want to Be in Charge of Monetary Policy?)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work with a partner	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • The role and function of the Federal Reserve Bank as established by the Constitution • The role and function of the Federal Open Market Committee (FOMC) • The goals of U.S. monetary policy • The monetary policy tools used by the Fed to conduct policy: open market operations, the discount rate, and the reserve requirements • How monetary policy affects the U.S. economy • The government can control how much or how little money is in circulation by the amount that they print and coin • The FED sets interest rates and controls the amount of money in circulation • Too little money in circulation causes deflation and may lead to a recession; too much money in circulation causes inflation, or the devaluation of the dollar 	
Key Skills:	<ul style="list-style-type: none"> • Access and analyze visual digital primary information sources • Access, reference and present information using multiple sources that offer diverse perspectives about economic issues 	
Critical Language:	Federal Reserve Board, inflation, money supply, interest rate, prime lending rate, circulation, open market operations, U.S. government securities, financial institution, deflation, recession, inflation	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 8		
The teacher may provide news clips, articles, speeches, etc. that illustrate stances taken by American citizens on interest rates and inflation so that students can understand how citizens have influenced, informed, and reacted to domestic monetary policy.		
Generalization Connection(s):	Domestic policy decisions usually reflect a nation's history, its social and economic conditions, the needs and priorities of its people, and the nature of its government Government monetary and fiscal policies regulate a nation's local, state, national economy through positive and negative incentives	
Teacher Resources:	https://tinyurl.com/lkr445b (Article: <i>25 People to Blame for 2008 Financial Meltdown</i> – Time Magazine) https://tinyurl.com/kyxk7wc (Blogpost: <i>Herman Cain Praises Greenspan at Risk of Tea Party Support</i> – ABC News) https://tinyurl.com/kvvs622 (Article: <i>The Origins of the Financial Crisis</i> – The Economist) http://news-basics.com/2010/financial-crisis/ (The financial crisis explained) http://www.loc.gov/teachers/usingprimarysources/ (Using primary sources – Library of Congress) http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf (Analyzing political cartoons teacher's guide - Library of Congress)	
Student Resources:	https://tinyurl.com/lkr445b (Article: <i>25 People to Blame for 2008 Financial Meltdown</i> – Time Magazine) https://tinyurl.com/kyxk7wc (Blogpost: <i>Herman Cain Praises Greenspan at Risk of Tea Party Support</i> – ABC News) https://tinyurl.com/kvvs622 (Article: <i>The Origins of the Financial Crisis</i> – The Economist) http://www.frbsf.org/us-monetary-policy-introduction/real-interest-rates-economy/ (Article: <i>How Monetary Policy Affects the U.S. Economy</i>) http://www.loc.gov/teachers/primary-source-analysis-tool/ (Digital primary source analysis tool – Library of Congress)	
Assessment:	Students will create a political cartoon illustrating one perspective on a monetary policy decision.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided with an example political cartoon	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may research historical interest rates or inflation to present day in order to conduct a longitudinal-type depiction through political cartoon	Students may present a cartoon illustrating the longitudinal changes in interest rates or inflation
Critical Content:	<ul style="list-style-type: none"> How citizens monitor and react to monetary policy Practical examples of public reactions to monetary policy (e.g. people tend to borrow money when interest rates are down - car loan, home loan - and spend more money when unemployment rates are down) 	
Key Skills:	<ul style="list-style-type: none"> Analyze primary and secondary sources Formulate an opinion based on multiple sources 	
Critical Language:	Bailout, stimulus package, leverage, housing bubble, subprime lending, default, foreclosure, recession	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience #9		
The teacher may facilitate student participation in an international trade simulation so that students can explain how increasing economic interdependence among nations may lead to conflict and cooperation around resource allocation/distribution and other globally significant issues (e.g., natural disasters, human rights, etc.).		
Generalization Connection(s):	Increasing international interdependence among nations may lead to conflict and cooperation around resource allocation/distribution, cultural diffusion, and other globally significant issues	
Teacher Resources:	http://www.nationalgeographic.com/illicittrade/pdf/Illicit_LPlan1.pdf (Lesson Plan: World Trade – <i>Global Interdependence</i> – National Geographic) http://www.eppo.go.th/inter/opec/RoleOfOPEC.html (The Role of OPEC in the 21 st Century) https://tinyurl.com/ahngvmk (International Trade and Market Access Data – interactive map - World Trade Organization) http://www.census.gov/foreign-trade/data/index.html (U.S. International Trade Data – U.S. Census Bureau) http://www.imf.org/external/np/exr/center/students/trade/index.htm (Simulation: <i>Trading Around the World</i>)	
Student Resources:	http://globalcloset.education.nationalgeographic.com/map-done (Activity: International Interdependence - National Geographic) http://education.nationalgeographic.com/education/encyclopedia/globalization/?ar_a=1&ar_r=3 (Article explaining globalization – National Geographic) https://tinyurl.com/ahngvmk (International Trade and Market Access Data – interactive map - World Trade Organization) http://www.imf.org/external/np/exr/center/students/trade/index.htm (Simulation: <i>Trading Around the World</i>) http://abcnews.go.com/WN/MadeInAmerica/ (Made in America with Dianne Sawyer)	
Assessment:	Students will participate in an international trade simulation that illuminates global economic interdependence. http://www.imf.org/external/np/exr/center/students/trade/index.htm (Game: <i>Trading Around the World</i>)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • The primary reasons nations trade among themselves (comparative advantage, specialization, free trade) • The uneven distribution of resources around the world • The challenges of distribution/access to resources and the scarcity of resources • The term globalization it's impact governments, economies, and cultures • The issues related to resource allocation and cultural diffusion that lead to cooperation and or conflict • Globalization is the increasing interdependence among nations for both human and natural resources • The relationship between economic goals/policy decisions and the allocation of scarce resources • The exchange of goods and services helps create economic interdependence among nations • The advantages and disadvantages of competing globalization on the world market • How globalization affects the U. S. economy (job loss, job creation) • The role does public policy play in reconciling conflicting claims for scarce resources 	

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Key Skills:	<ul style="list-style-type: none"> Analyze how cooperation and conflict influence the division and control of Earth's resources Analyze and interpret maps, graphs, charts, and data
Critical Language:	Globalization, cultural diffusion, economic interdependence, allocation/distribution, commodities, OPEC, free trade zones, trade, resources, import, export, competition, cooperation, World Trade Organization (WTO), tariff, exchange of goods and services, scarcity

Learning Experience #10		
The teacher may introduce the U.S. State Department's mission statement so that students can consider it as a reflection of America's "position" in the world and analyze the "lens" it provides for examining/understanding specific policy decisions.		
Generalization Connection(s):	Foreign policy goals maintain and promote the favorable position and security of the nation, and set standards of interaction with foreign nations	
Teacher Resources:	http://www.learner.org/courses/democracyinamerica/dia_15/dia_15_video.html (30 minute video introducing global politics – the U.S. and the world – Annenberg Learner) https://tinyurl.com/l9lw15f (George Washington's Farewell Address) http://www.ourdocuments.gov/doc.php?doc=23 (Monroe Doctrine) http://www.ourdocuments.gov/doc.php?flash=true&doc=56 (Roosevelt Corollary) http://www.ourdocuments.gov/doc.php?flash=true&doc=81 (Truman Doctrine) http://www.pbs.org/wgbh/pages/frontline/shows/iraq/etc/wolf.html (Bush Doctrine, 1992 Defense Planning Guide) www.loc.gov/rr/program/bib/ourdocs (A website with search engine to locate multiple documents) http://history.state.gov/historicaldocuments (Historical documents of U.S. foreign relations – U.S. Department of State, Office of the Historian) https://www.icivics.org/curriculum/international-affairs (A unit on <i>International Affairs</i> – iCivics) http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html (How to conduct a Socratic Seminar)	
Student Resources:	http://www.learner.org/courses/democracyinamerica/dia_15/dia_15_ct.html (An interactive timeline of key foreign policy decisions in U.S. history – Annenberg Learner) https://www.icivics.org/curriculum/international-affairs (<i>International Affairs</i> – iCivics) http://www.sparknotes.com/us-government-and-politics/american-government/foreign-policy/ (Sparknotes: Foreign Policy) http://www.thisnation.com/textbook/processes-foreign.html (An explanation of foreign policy) http://countrystudies.us/united-states/history-129.htm (Article: <i>Post-Vietnam Foreign Policy</i>) http://www.historylearningsite.co.uk/detente.htm (Article: <i>Détente</i>) http://www.sparknotes.com/biography/reagan/section9.rhtml (Sparknotes: <i>Ronald Reagan's foreign policy – 1981-1989</i>)	
Assessment:	Students will participate in a Socratic Seminar to present information on responses to the following questions, "How involved should the United States be in the affairs of other nations? What should be the priorities of American foreign policy?"	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://ww2.chandler.k12.az.us/cms/lib6/AZ01001175/CentriCity/Domain/1070/Socratic_Seminar_Observation_Form.pdf (Socratic seminar peer and self-evaluation template)	Students may use teacher provided materials to interact in the Socratic Seminar

Colorado Teacher-Authored Sample Instructional Unit

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> American foreign policy concerns are divided into four categories: safety concerns, economic concerns, international commitments, nation building and democratization U.S. foreign policy concerns (e.g. terrorism, nuclear proliferation, free trade, humanitarianism, environmental issues, etc.) Historical roots of U.S. foreign policy – Monroe Doctrine, the Marshall Plan, Roosevelt Corollary, Dollar Diplomacy, Wilson’s 14 Points, détente, Strategic Defense Initiative, etc.) The various strategies used to attain the goals of U.S. foreign policy (e.g. treaties, diplomacy; economic, military, humanitarian aid; sanctions, military intervention, alliances, embargoes, tariffs, etc.) The influence of American constitutional values and principles on American foreign policy (e.g. the commitment to the self-determination of nations) 	
Key Skills:	<ul style="list-style-type: none"> Investigate foreign policy issues and propose alternate plans Gather and analyze data from multiple sources to find patterns Identify major historic trends in US foreign policy Evaluate events and determine which explanation best accords with textual evidence (CCSS.RH.11-12.3) 	
Critical Language:	Isolationism, intervention, expansion, doctrine, corollary, diplomacy, foreign policy, national interest, sphere of influence, détente, Cold War, nuclear proliferation, containment	

Learning Experience # 11

The teacher may provide examples of U.S. foreign policies based primarily on human rights issues (e.g., sanctions against South Africa, U.S. leadership in the United Nations, sanctions against Myanmar, Sudan, etc.) so that students can begin to consider how the United States reacts to global human/civil rights issues.

Generalization Connection(s):	<p>Increasing international interdependence among nations may lead to conflict and cooperation around resource allocation/distribution, cultural diffusion, and other globally significant issues</p> <p>Foreign policy goals maintain and promote the favorable position and security of the nation, and set standards of interactions with foreign nations for its organizations, corporations and individual citizens</p>
Teacher Resources:	<p>http://www.state.gov/j/drl/hr/ (Human Rights – The U.S. Department of State)</p> <p>http://www.pbs.org/wgbh/pages/frontline/teach/haiti/ (Lesson Plan on the Haitian earthquake: <i>The Quake: Relief Efforts, the Staggering Obstacles</i> – PBS Frontline)</p> <p>http://www.pbs.org/wgbh/pages/frontline/teach/ambush/ (Lesson Plan: <i>Ambush in Mogadishu</i> – PBS Frontline)</p> <p>https://www.fpri.org/articles/2012/12/bosnia-remembered-part-iii-lessons-bosnia (Article: <i>Bosnia Remembered – The Lessons of Bosnia</i> – Foreign Policy Research Institute)</p> <p>https://www.icivics.org/node/284143/resource (<i>Drafting Board</i> - An online tool for guiding students through the process of writing a persuasive)</p>

Colorado Teacher-Authored Sample Instructional Unit

Student Resources:	http://2001-2009.state.gov/s/p/rem/31299.htm (Speech to the 43rd Annual International Affairs Symposium entitled, “ <i>The Suffering of Strangers: Global Humanitarian Intervention in a Turbulent World</i> ”) http://history.state.gov/milestones/1993-2000/somalia (U.S. involvement in Somalia – U.S. Department of State) https://www.icivics.org/node/284143/resource (<i>Drafting Board</i> - An interactive writing tool for developing a persuasive essay)	
Assessment:	Students will write an essay articulating arguments for and against U.S. military intervention during humanitarian crises (e.g. Rwanda, Kosovo, Somalia, etc.)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf (Persuasive essay template) http://www.youtube.com/watch?v=yimDWPYQpkY (A short video on how to write an essay to include pros and cons)	Students may complete a graphic organizer to help them plan their writing
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may include their own opinion in their paper in U.S. intervention
Critical Content:	<ul style="list-style-type: none"> • Possible factors the U.S. government may consider in making decisions about U.S. humanitarian intervention (e.g. geographical proximity, commercial interests, the U.S. image, attention from the media, etc.) • The responsibility of the U.S. to respond to international natural disasters, genocide, human rights violations, environmental issues, etc. • The complexities of U.S. humanitarian involvement in other countries • Why the U.S. responds to some humanitarian issues (1992-Sudan) but not others (1996-Rwanda; 2004 Darfur) • Americans and foreign policymakers are divided on whether the United States should make humanitarianism a more formal component of its foreign policy 	
Key Skills:	<ul style="list-style-type: none"> • Analyze primary and secondary sources • Examine reasons and weigh evidence • Understand perspective and bias by comparing and contrasting texts • Develop claims and counterclaims based on evidence from sources 	
Critical Language:	International aid, humanitarianism, human rights treaties, international tribunals, genocide, human rights protection, economic sanctions, economic inequalities	

Learning Experience # 12

The teacher may use examples of U.S. foreign policy decisions (e.g., U.S. sanctions against South Africa, etc.) so that students can critically analyze citizens’ roles in shaping policies related to human/civil rights issues.

Generalization Connection(s):	Citizen employ suffrage rights as a primary and powerful means to express (dis)satisfaction with their elected officials policy, decisions, and position Foreign policy goals maintain and promote the favorable position and security of the nation, and set standards of interactions with foreign nations for its organizations, corporations and individual citizens
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Colorado Teacher-Authored Sample Instructional Unit

Teacher Resources:	http://www.cnn.com/WORLD/ (Videos and news stories about global events - CNN) http://time.com/world/ (World events videos and news stories – Time Magazine) http://freeology.com/graphicorgs/evaluate-issues-with-this-pros-and-cons-scale/ (A pros and cons graphic organizer)	
Student Resources:	http://www.cnn.com/WORLD/ (Videos and news stories about global events - CNN) http://time.com/world/ (World events videos and news stories – Time Magazine) http://freeology.com/graphicorgs/evaluate-issues-with-this-pros-and-cons-scale/ (A pros and cons graphic organizer)	
Assessment:	Students will complete a pro and con chart examining U.S. involvement in a human/civil rights issue then hypothesize possible actions citizens could take to affect change in U.S. involvement.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.worksheetworks.com/miscellanea/graphic-organizers/tchart.html (T-Chart graphic organizer examples)	Students may complete a teacher provided t-chart graphic organizer
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may research non-governmental organizations that are currently working on human rights issues	Students may add an additional column to their chart to include the ways in which NGO's are addressing human rights issues
Critical Content:	<ul style="list-style-type: none"> Examples of U.S. (non)involvement in international human rights issues (e.g. the Kenyan mall crisis, Somalia 1992-1993, the Haitian earthquake, etc.) 	
Key Skills:	<ul style="list-style-type: none"> Evaluate an author's premises, claims, and evidence (CCSS.RH.11-12.8) Analyze primary and secondary sources Evaluating sources for point of view and context 	
Critical Language:	Citizen, suffrage, civil rights, responsibilities, refugee, non-governmental organization (NGO), trade embargo, sanctions, military intervention, financial aid	

Learning Experience # 13

The teacher may provide examples of U.S. foreign policies based primarily on political/economic issues (e.g., Cold War policies of containment, intervention in Bosnia, trade embargoes on Cuba, North Korea, the Middle East, etc.) so that students can begin to consider how the United States reacts to global political/economic issues.

Generalization Connection(s):	Foreign policy goals maintain and promote the favorable position and security of the nation, and set standards of interaction with foreign nations for its organizations, corporations and individual citizens Increasing international interdependence among nations may lead to conflict and cooperation around resource allocation/distribution, cultural diffusion, and other globally significant issues
Teacher Resources:	http://www.learner.org/courses/democracyinamerica/dia_15/dia_15_topic.html (<i>Global Politics: USA and the World</i> – Annenberg Learner, incl. videos, primary sources, etc.)

Colorado Teacher-Authored Sample Instructional Unit

	http://www.globalization101.org/category/issues-in-depth/trade/ (Trade and globalization) http://www.pbs.org/wgbh/globalconnections/mideast/educators/uspolicy/lesson3.html (Lesson Plan: <i>Changing Circumstances, Changing U.S. Foreign Policy</i> – PBS Global Connections) http://www.pbs.org/wgbh/globalconnections/mideast/educators/uspolicy/lesson1.html (Lesson Plan: <i>How 9/11 Shaped U.S. Foreign Policy</i> – PBS Global Connections) http://www.cnn.com/WORLD/ (World news videos and stories - CNN) http://time.com/world/ (World news videos and stories – Time Magazine) http://www.nytimes.com/pages/world/ (World news videos and stories – NY Times) http://www.bbc.com/news/world/ (World news videos and stories – British Broadcasting Center – BBC)	
Student Resources:	http://www.state.gov/youthandeducation/ (Resources for students at the U.S. Department of State) http://www.cnn.com/WORLD/ (World news videos and stories - CNN) http://time.com/world/ (World news videos and stories – Time Magazine) http://www.nytimes.com/pages/world/ (World news videos and stories – NY Times) http://www.bbc.com/news/world/ (World news videos and stories – British Broadcasting Center – BBC)	
Assessment:	Students will participate in a simulation about how to use military, espionage, and economic resources to serve both the best interests of their own country and the larger global community https://www.icivics.org/games/crisis-nations (<i>Crisis of Nations</i> – iCivics)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may complete the simulation in pairs	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • Role of the U.S. military in foreign affairs (e.g. peace keepers, promoters of economic stability, promote democracy, etc.) • Considerations in foreign policy decisions: <ul style="list-style-type: none"> ○ Economic concerns (e.g. 1973 oil embargo, etc.) ○ Safety concerns (e.g. 1979 Iran hostages; 1985 Iran-Contra Affair, nuclear weapons in North Korea, chemical weapons in Syria, Iraq invasion of Kuwait, 9/11, nuclear weapons reduction, nuclear proliferation in Iran, etc.) • International trade policy – also a tool to promote democracy, secure allies, and create new trading partners • The role and function of NAFTA, World Trade Organization • The role of the U.S., foreign policy decisions, and relations with non-governmental organizations NGOs • The factors that go into shaping U.S. foreign policy (e.g. economics, natural resources, human rights, world health, national defense, international relations, humanitarian aid, crisis events, etc.) • The relationship between the national interest and U.S. foreign policy in terms of national and economic security 	
Key Skills:	<ul style="list-style-type: none"> • Evaluate, take, and defend a position about the effects of significant economic developments in the United States and other nations 	
Critical Language:	Trade agreement, international trade, diplomacy, nuclear proliferation, containment, protectionism, trade barrier, industrialized nation, developing nation, democratization	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 14

The teacher may provide examples of U.S. foreign policy decisions so that students can critically analyze citizens' reactions to U.S. policies related to global political/economic issues (e.g., protests against U.S. involvement in NAFTA, World Trade Organization, etc.).

Generalization Connection(s):	Foreign policy goals maintain and promote the favorable position and security of the nation, and set standards of interaction with foreign nations for its organizations, corporations and individual citizens Citizen employ suffrage rights as a primary and powerful means to express (dis)satisfaction with their elected officials policy, decisions, and position	
Teacher Resources:	http://www.sice.oas.org/Trade/NAFTA/PREAMBLE.ASP (Preamble of the NAFTA Trade Agreement) http://www.forbes.com/forbes/2007/0416/064.html (Article: <i>Why Globalization is Good</i> – Forbes Magazine) https://tinyurl.com/3bzgae3 (Article: <i>The Good, The Bad, and The Ugly Side of Globalization</i> – Forbes Magazine) http://www.globalexchange.org/sites/default/files/toptenwto.pdf (<i>Ten Reasons to Oppose the World Trade Organization</i>) http://www.wto.org/english/thewto_e/whatis_e/t10ben_e/t10b00_e.htm (<i>Ten Benefits of the World Trade Organization trading system</i>) http://www.theglobalist.com/globalization-the-good-the-bad-and-the-uncertain/ (Article: <i>Globalization: The Good, The Bad, and the Uncertain</i> – The Globalist) https://tinyurl.com/aw7ugku (Article: <i>Capitalism and Inequality – What the Right and the Left Got Wrong</i> – Council on Foreign Relations) http://tinyurl.com/kfsksuf (Article: <i>Exporting Liberal Democracy, Market Capitalism, and Rule of Law</i> – Huffington Post)	
Student Resources:	http://www.forbes.com/forbes/2007/0416/064.html (Article: <i>Why Globalization is Good</i> – Forbes Magazine) https://tinyurl.com/3bzgae3 (Article: <i>The Good, The Bad, and The Ugly Side of Globalization</i> – Forbes Magazine) http://www.globalexchange.org/sites/default/files/toptenwto.pdf (<i>Ten Reasons to Oppose the World Trade Organization</i>) http://www.wto.org/english/thewto_e/whatis_e/t10ben_e/t10b00_e.htm (<i>Ten Benefits of the World Trade Organization trading system</i>) http://www.theglobalist.com/globalization-the-good-the-bad-and-the-uncertain/ (Article: <i>Globalization: The Good, The Bad, and the Uncertain</i> – The Globalist) http://tinyurl.com/kfsksuf (Article: <i>Exporting Liberal Democracy, Market Capitalism, and Rule of Law</i> – Huffington Post)	
Assessment:	Students will write an essay explaining the connection between U.S. foreign policy aimed at democratization and the economic well-being of other countries (e.g. the spread of capitalist practices, etc.)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.icivics.org/products/drafting-board (iCivics <i>Drafting Board</i> interactive - How to produce an argumentative essay) http://www.youtube.com/watch?v=ROEDILG2Uhs (A short video on how to use textual evidence in writing)	Students may complete the iCivics <i>Drafting Board</i> interactive to help them plan their writing

Colorado Teacher-Authored Sample Instructional Unit

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may research how FDR’s sentiment (found in the “expression” box) represents or provides a foundation for U.S. foreign policy decisions in the past 70 years?	Students may write a response to the quote, “Freedom means the supremacy of human rights everywhere. Our support goes to those who struggle to gain those rights to keep them.” ~ Franklin D. Roosevelt
Critical Content:	<ul style="list-style-type: none"> • Both sides of the debate on the spread of democracy through U.S. foreign policy decisions • Both sides of the debate on globalization 	
Key Skills:	<ul style="list-style-type: none"> • Accurately and effectively utilize vocabulary • Cite specific evidence from a source 	
Critical Language:	Democratization, globalization, trade agreement, international trade, diplomacy, trade barrier, industrialized nation, developing nation	