

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

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

Grade 9-12

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

4. Analyze and evaluate the interconnections of local, regional, and national issues with global challenges and issues, and recommend possible solutions.
5. Discuss how global interconnections can have both positive and negative consequences (e.g., international companies, transfer of jobs to foreign plants, international security and access to transportation).
6. Investigate a global challenge (e.g., hunger, AIDS, nuclear defense, global warming) in depth and over time, predict the impact if the current situation does not change, and offer possible solutions.
8. Justify an opinion or idea about a global issue while showing respect for divergent viewpoints.
14. Connect the concept of universal human rights to world events and issues.
15. Compare and contrast current and past genocidal acts and other acts of hatred and violence for the purposes of subjugation and exploitation (e.g., Holocaust, Native Americans, Irish famine, Armenia, Ukrainian collectivization, Cambodia, Rwanda) and discuss present and future actions by individuals and governments to prevent the reoccurrence of such events.

Author Information

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Framework97 References

Analyze Why Different Historians Weigh Causal Factors Differently, p. 147-149
Locate and Apply Information About Public Issues, p. 66-67
Analyzing the Role of Government, p. 68-69
Analyze Why Historical Interpretations Change Over Time, p. 147-149
Compare and Contrast Divergent Interpretations, p. 150-152

National History Standard

- III. What is the Relationship of the U.S. to Other Nations and to World Affairs?
- IV. What Are the Roles of the Citizen in American Democracy?

Content Overview

This section analyzes the U.S. government's role in foreign policy past and present. It also considers government's role in the solving of local, state, regional, and international problems and issues; and both the U.S. and foreign government's roles in global issues. The concept of human rights as a governmental policy issue is also addressed. Other important topics addressed include: government's role in the passage of statutes against hate crimes or persecution, global interconnections, and the political and economic organization of contemporary nation-states.

Essential Questions

How is the U.S. government responding to health crises both domestically and elsewhere?

What role has the Internet and the computer played in world trade?

What role should the UN, the World Bank, G7 et al play in providing economic assistance to underdeveloped regions of the world?

Is the Universal Declaration of Human Rights an integral part of world foreign policy? Explain your answer.

How does the World Court attempt to interpret international law and rights?

How does the international community respond to genocide?

Should the world community do something about the Sudan?

How is outsourcing in America an issue that has affected governments both domestically and abroad?

Teaching Resources

Wisconsin Department of Public Instruction. *Planning Curriculum in International Education*. 2002. This is a very complete source many program ideas and resources. Available at minimal cost from the Department at Drawer 179, Milwaukee, WI 53293-0179 (800-243-8782).

For program development and assessment of learning in civics education, there are two sites: NAEP Civics Assessment at <http://nces.ed.gov/nationsreportcard/civics/whatmeasure.asp> and the site of the Close-Up Foundation Civics Education/Federalism with a focus on federal-state relations and with an excellent timeline on the course of federalism in US history.

The Global Issues Gateway of Fairleigh Dickinson University at <http://www.gig.org/> "provides global learning resources for those investigating issues arising from increasingly porous geographic and cultural borders. FDU has a long history of involvement with international education.

Assessment

Students complete a webquest developed by the teacher on the global economy. The webquest format should be as follows:

1. Statement of problem

2. Tentative hypothesis
3. Preliminary readings (books, newspapers, magazines)
4. List of websites reviewed
5. Websites selected with full description
6. Findings from the sites
7. Report and confirmation or rejection of #2 (e.g. “The global economy is good for America but not so good for Asia”).
8. Webography/bibliography

Grades should be based on completeness, research methods, judgment, credibility of findings, and conclusions.