Introduction to U.S. Intelligence and National Security Studies
Course Curriculum Map

This curriculum map is designed to provide guidance for teachers who desire to teach 45.060 Introduction to U.S. Intelligence and National Security Studies.

Course Description: This course provides a broad overview of the field of U.S. Intelligence, the composition of the Intelligence Community (IC), and the various functions of each of the member agencies. Students will explore the impacts of U.S. Intelligence on national and homeland security. Students will also examine the collaboration, coordination, and information sharing between the federal, state, and local levels of government. Throughout this course, students will explore the different types of intelligence and the overall cycle of intelligence analysis, collection, and information sharing. Students will also analyze the current challenges of the U.S. IC in an ever-changing and increasingly complex world through the examination of real-world events (e.g., the COVID-19 pandemic, major cyber incidents (like the Colonial Pipeline hack), and regional conflicts).

Benefits to the Student and the Teacher:

• Students will discover the complexity of U.S. Intelligence and the role the intricate role that U.S. Intelligence has in the development of the United States.
• Students will learn about the interconnected roles of intelligence analysis, collection, and information sharing among the 18 agencies within the Intelligence Community.
• Students will have the opportunity to explore the connections between U.S. Intelligence and national security at the federal, state, and local levels.
• Students will learn about various career opportunities within the Intelligence Community to include:
  o Governance
  o National security
  o Homeland security
  o Foreign service
  o Support operations
• Teachers can receive additional support and training for this course through Ga DoE resources and the Ga DoE community site.
Connecting Themes/Enduring Understandings in Intelligence & National Security Studies:

Students should be able to demonstrate understanding of selected themes using knowledge and skills acquired during the school year. Understanding of these themes is not the end product of a single unit or lesson, but the product of long term, ongoing instruction. The bold terms represent the connecting themes that appear in multiple units throughout this course. Enduring understandings transcend specific units and courses and increase student understanding and retention of knowledge.

Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

Conflict Resolution: The student will understand that societies resolve conflicts through legal procedures, force, and/or compromise.

Culture: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

Distribution of Power: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.

Gain from Trade: The student will understand that parties trade voluntarily when they expect to gain.

Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.

Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other.

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Incentives: The student will understand that parties respond predictably to positive and negative incentives.

Interdependency: The student will understand that, because of interdependency, a decision made by one party has intended and unintended consequences on other parties.

Location: The student will understand that location affects a society’s economy, culture, and development.

Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved.

Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

Rule of Law: The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.

Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.

Technological Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society.

Time, Change, Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of a society.
<table>
<thead>
<tr>
<th>Unit #/Title</th>
<th>GSE for Social Studies</th>
<th>Key Concepts Connections</th>
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</thead>
<tbody>
<tr>
<td>Unit 1: What is U.S. Intelligence?</td>
<td>INSS1a, b, c, &amp; d; INSS2a; INSS6a &amp; d; INSS7a</td>
<td>The history of U.S. Intelligence is the history of the United States. The impacts of geopolitics on the development of the intelligence field. The development of legislation to deter unethical behavior that occurred between the 1940s and 1970s and in the early 2000s. An introduction of the 18 agencies within the IC.</td>
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<tr>
<td>Unit 2: The Basic Roles &amp; Functions of the Intelligence Field</td>
<td>INSS2b &amp; c</td>
<td>The purpose and function of intelligence. The various career paths for a person that works within the intelligence field.</td>
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<tr>
<td>Unit 3: Exploring the Basic &quot;INTs&quot;</td>
<td>INSS3a, c, &amp; d; INSS5c; INSS7a</td>
<td>Identify the basic intelligence disciplines (the INTs) and the respective sources and methods of collection. Compare and contrast the strengths and weaknesses of the INTs. Describe the IC agencies that manage the respective INTs, their respective functions, and area of focus.</td>
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<tr>
<td>Unit 4: Exploring the Other Sources and Types of Intelligence</td>
<td>INSS3b, c, d &amp; e; INSS5c; INSS7a</td>
<td>Identify the other intelligence fields. Compare and contrast the strengths and weaknesses of each. Explore the current trends in the different types of intelligence that challenge collection methods. Explain how recent events affect how information is shared across the IC, the public, and private sector. Describe the agencies or organizations that manage or support these types of intelligence.</td>
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<tr>
<td>Unit #/Title</td>
<td>Unit 5: Analysis, Collection, and Information Sharing</td>
<td>Unit 6: Exploring the Roles and Responsibilities of an Analyst</td>
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<tr>
<td>GSE for Social Studies</td>
<td>INSS4a, b, &amp; c; INSS5d &amp; e; INSS7b &amp; c</td>
<td>INSS5a, b, &amp; e</td>
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<td><strong>Key Concepts Connections</strong></td>
<td>The stages of the Intelligence cycle as well as its strengths and challenges. Distinguishing between raw and finished intelligence. The value of intelligence oversight, collaboration, and coordination in supporting operations. The process for sharing intelligence and information within the IC and abroad.</td>
<td>The role of an analyst. Processes for using structured analytic techniques for all-source analysis and problem-solving. The role of fusion centers in the intelligence analysis, collection, and dissemination process of domestic and foreign national security threats.</td>
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