Department	History/Social Science	Course Title	International Relations	Course Code		2252
Grade Level	12	Short Title	INTL RELATIONS	Grad Requirement Subject		No
Course Length	1 semester	Credits per Semester	5	Approved for Honors	No	Required	No	Elective	Yes

Course Length	1 semester	Credits per Semester	5	Approved for Honors	No	Required	No	Elective	Yes
Prerequisites	English 1-2, English 3-4 and Modern World History (Recommended)								
Co-requisites	None								

Articulated with LBCC	No	Articulated with CSULB	No
Meets UC "a-g" Requirement	Yes (g)	Meets NCAA Requirement	No
Teaching Credential(s)	Social Science		

COURSE OVERVIEW:

Students learn about the origins of the International State system and the need for international diplomacy. Students realize developments tied to globalization and thus, the importance of international organizations and the law. In this vein, students consider the purposes of intergovernmental organizations, international non-governmental organizations, non-governmental organizations, and multinational corporations. In addition, students describe the global economy, global finance, international monetary structure and their relationship to world trade and global resource management. Students evaluate free trade and economic aid in the context of actions of multinational corporations, international cartels, and international organizations. Furthermore, students identify, explore, and evaluate the major causes of international conflict post World War II. Lastly students examine international security and the use of military force as a tool for establishing and maintaining global security.

EXPECTED OUTCOMES:

Students are expected to perform at a proficient level on a variety of tasks and assessments addressing both the content and skill standards for International Relations. Levels of proficiency are defined near the end of this course outline under Classroom Performance Criteria.

● Articulate terms important to the study of International Relations such as state, nation, intergovernmental organization, non-governmental organization, globalization, global finance, and trade
● Analyze historical events to understand the increasing interdependence of countries.
● Synthesize evidence related to the origins of international cooperation, as well as current military, economic and environmental issues.
● Understand current issues within various nation-states and territories.
● Identify and evaluate perspectives on free trade, military armament, and international cooperation.
● Use media, informational texts and case studies in order to acquire, process, report information, and solve problems.
● Develop a greater understanding of the functions of international organizations and the abilities of the international community to cooperate.
● Analyze current conflicts and global problems for international community discussion.
● Determine the main ideas and definitions of terms in informational texts in order to make meaning of concepts significant to International Relations.

● Utilize listening and speaking to communicate claims and reasoning with evidence.
● Integrate information from multiple sources to generate a coherent written, oral or visual product.
● Write informational and argumentative texts to explain historical events and express varying perspectives on current issues
● Apply appropriate technical skills and academic knowledge.
● Communicate clearly, effectively, and with reason.
● Develop an education and career plan aligned with personal goals.
● Apply technology to enhance productivity.
● Utilize critical thinking to make sense of problems and persevere in solving them.
● Act as a responsible citizen in the workplace and the community.
● Model integrity, ethical leadership, and effective management.
● Work productively in teams while integrating cultural and global competence.
● Demonstrate creativity and innovation.
● Employ valid and reliable research strategies.
● Understand the environmental, social, and economic impacts of decisions.

Academic Standards:
Common Core Writing Standards in History/Social Studies Science, and Technical Subjects 6-12:
from the *California Common Core State Standards*, adopted by the California State Board of Education in March, 2012

Key Ideas and Details
11-12 R1:   Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
11-12 R2:   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.
11-12 R3:   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 R4:   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).
11-12:R5:   Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
11-12 R6:   Evaluate authors' differing points of view on the same historical event or issue by assessing with authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas
11-12 R7:   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.
11-12 R8:   Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
11-12 R9:   Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity
11-12 R10:   By the end of grade 12, read and comprehend history/social studies texts in the grade 11-CCR text complexity band independently and proficiently.

Common Core Writing Standards in History/Social Studies Science, and Technical Subjects 6-12:

from the *California Common Core State Standards*, adopted by the California State Board of Education in March, 2012

Text Types and Purposes

11-12 W1: Write arguments focused on *discipline-specific content.*
a. 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.
b. 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.
c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from or supports the argument presented.

11-12 W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. 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.
c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

11-12 W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11-12 W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

11-12 W6: 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

11-12 W7: 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.

11-12 W8: 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.

11-12 W9: Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing
>11-12 W10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EXPECTED INTEGRATED OUTCOMES
Standards for Career Ready Practice (CR)
(From the *California Career Technical Education Model Curriculum Standards*, adopted by the California State Board of Education in January, 2013)

1. Apply appropriate technical skills and academic knowledge.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.
Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.
Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.
Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the

impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.
Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.
Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.
Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.
Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

COURSE CONTENT AND SUGGESTED TIME ALLOTMENT:

Content sequencing and time allocations are only suggestions and may be adjusted to suit school site curriculum plans, available materials, and student needs. Reference abbreviations used in the Outline of Content table refer to these documents as follows:

R or W-   refers to the standards for grades 11 and 12 noted in the *California Common Core State Standards* for reading and writing.

CR-   refers to the *Standards for Career Ready Practice of the CA CTE Model Curriculum Standards.*

Unit 1: International Relations

Duration: 3 Weeks

Description: In this introductory unit, students learn about the origins of the International State system. In this context, students discuss concepts such as state, nation and sovereignty. As students develop notions of state, they contemplate the necessity for international cooperation and the possibility of international conflict. More specifically, students trace the development of the United Nations and international cooperation. By analyzing the documents such as the *Universal Declaration of Human Rights* and the *Convention on the Prevention and Punishment of the Crime of Genocide,* students analyze the origins of organizations such as the United Nations and the need for international diplomacy. At the same time, students realize the increasing connectedness between nations around the world and question the development of global culture.

Required Assignments:
Students describe the origins and development of International Relations in an annotated timeline. Students identify and explain at least ten of the following events: Thirty Years War, *Treaty of Westphalia*, Imperialism, International Alliances, Wilson's Fourteen Point, Post-Colonial Developments, League of Nations, The United Nations, Universal Declaration of Human Rights, technological advances in weaponry, Threat of Nuclear Proliferation, Cold War and post Cold War diplomacy, The rise of Religious Extremism and terror groups, Impact of Climate Change, and Technological advances. Following identifications of important terms, students articulate how each event or development influences the emergence of International Relations among countries.

Suggested Activities:
- Students define concepts such as state, nation and sovereignty.
- Students read parts of the *Treaty of Westphalia* and discuss the international state system.
- Students analyze the *Universal Declaration of Human Rights* and the *Convention on the Prevention and Punishment of the Crime of Genocide.*
- Students trace the development of the international state system.
- Students debate the conflict between globalization and an international community of sovereign states.
- Students will analyze The Rwandan Genocide and create a summary of major events and elements.
- Students will analyze the impact the technology and international relations and create a newspaper article conveying those findings.
- Students will evaluate the effectiveness of the United Nations and create a opinion paper on their findings.
- Students will debate isolationism versus interventionism and collaboratively create a position for United States foreign policy.
- Students will apply acquired knowledge about diplomacy to formulate a response to, "Is diplomacy necessary in international relations?"

- Students will analyze careers in International Relations and create a report on one which may be of interest to them.

Materials:
- Convention on the Prevention and Punishment of the Crime of Genocide. *The Avalon Project: Documents in Law History and Diplomacy*, 1948/2008. Web. 2015. <http://avalon.law.yale.edu/20th_century/genocide.asp>

- E-INternational Relations Students: *Is the United Nations an Effective Institution?* 2013. Web 2015. <http://www.e-ir.info/2013/02/23/is-the-united-nations-an-effective-institution/>

- E-INternational Relations Students: *The Functions of Diplomacy. 2011.* Web 2015. <http://www.e-ir.info/2011/07/20/the-functions-of-diplomacy/>

- The essentials of International Relations: *The Historical Context Of Contemporary International Relations.* <http://www.wwnorton.com/college/polisci/essentials-of-international-relations5/ch/02/summary.aspx>

- Hubpages: *Isolationism and Interventionism in America.* 2014. Web 2015. <http://hubpages.com/politics/Isolationism-and-Interventionism>

- Oxford Internet Institute, Research Report: *Digital Diplomacy: The Impact of the Internet on International Relations.* 2008. Web 2015. <http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1326476>

- Peace Pledge Union Information. *Talking about Genocide. Rwanda 1994.* Web 2015. <http://www.ppu.org.uk/genocide/g_rwanda1.html>

- Treaty of Westphalia. *The Avalon Project: Documents in Law History and Diplomacy*, 1648/2008. Web 2015. <http://avalon.law.yale.edu/17th_century/westphal.asp>

- Universal Declaration of Human Rights. *The Avalon Project: Documents in Law History and Diplomacy*, 1948/2008. Web. 2015. <http://avalon.law.yale.edu/20th_century/unrights.asp>

- Debatewise: *United States Foreign Policy: Isolationism vs Interventionism.* Web 2015. <http://debatewise.org/debates/3021-united-states-foreign-policy-isolationism-vs-interventionism/>

- University of Kent: *What can I do with a Career in International Relations?* 2014. Web 2015. <http://www.kent.ac.uk/careers/IntRelations.htm>

Standards Addressed:
R1; R2; R3; R4; R6; R7; R8; R9; R10; W2; W4; W5; W6; W7; W8; W9; W10; W7; CR 1; CR 2; CR 4; CR 5; CR 9; CR10; CR11 and CR 11

Unit 2: Diplomacy

Duration: 4 Weeks

Description: During this unit, students discuss the importance of international organizations and the law. In this vein, students consider how countries relate to one another as sovereign states. Students explain the purposes of and differences between: intergovernmental organizations (IGOs), international non-governmental organizations (INs), non-governmental organizations (NGOs), and multinational corporations

(MNCs). For example students discuss global organizations, such as the United Nations, World Trade Organization, and International Monetary Fund. Additionally, students consider the significance of regional organizations such as the African Union, Association of Southeast Asian Nations, European Union, Organization of American States, Pacific Islands Forum and the Union of South American Nations. Moreover analyze participation in organizations with cultural identifiers including, but not limited to: Commonwealth of Nations, Arab League, Organisation internationale de la Francophonie, Community of Portuguese Language Countries, Latin Union, Turkic Council, International Organization of Turkic Culture,Organisation of Islamic Cooperation, and Commonwealth of Independent States. While students define supra-nationalism and the role of international organizations, they consider the limitations international organizations have in affecting the decision making of political leaders.

Required Assignments:
● Following instruction and research, students write at least one page describing the benefits and limitations of international organizations. Students are encouraged to use the resources shared during instruction, as well as include at least one additional resource.

Suggested Activities:
● Students explain the purposes of and differences between: intergovernmental organizations (IGOs), international non-governmental organizations (INs), non-governmental organizations (NGOs), and multinational corporations (MNCs) in a tree map.
● Students describe the purpose, activities and importance of the following organizations: the African Union, Association of Southeast Asian Nations, European Union, Organization of American States, Pacific Islands Forum and the Union of South American Nations.
● Students describe the purpose, activities and importance of one of the following organizations: Commonwealth of Nations, Organisation Internationale de la Francophonie, Community of Portuguese Language Countries, Latin Union, Turkic Council, Organisation of Islamic Cooperation, and Commonwealth of Independent States.
● Students research the limitations that international organizations have in affecting the decision making of political leaders and write about their findings.

Materials:
● About Us: The Pacific Islands Forum. *The Pacific Islands Forum Secretariat.* Web. 2015. <http://www.forumsec.org/pages.cfm/about-us/>

● *African Union,* 2015*.* Web. 2015. <http://www.au.int/>

● *Association of Southeast Asian Nations,* 2015. Web. 2015. <http://www.asean.org/>

● *Community of Portuguese Language Countries,* 2015*.* Web. 2015. <http://www.cplp.org/>

● *Commonwealth of Independent States,* 2015*.* Web. 2015. <http://www.cis.minsk.by/>

● Intergovernmental Organizations (IGOs). *Harvard Law School,* 2015*.* Web. 2015. <http://hls.harvard.edu/dept/opia/what-is-public-interest-law/public-international-law/types-of-igos/>

● Intergovernmental Organizations. *UNESCO: United Nations Education, Scientific and Cultural Organization.* Web. 2015. <http://en.unesco.org/partnerships/intergovernmental_organizations>

● International Monetary Fund Created. *National Geographic: Education,* 1996-2015*.* Web. 2015. <http://education.nationalgeographic.org/thisday/dec27/international-monetary-fund-created/>

- International Organization. *National Geographic: Education,* 1996-2015*.* Web. 2015. <http://education.nationalgeographic.org/encyclopedia/international-organization/>

- *Official Website of the European Union,* 2015*.* Web. 2015. <http://europa.eu/index_en.htm>

- *Organisation of Islamic Cooperation*, 2015. Web. 2015. <http://www.oic-oci.org/oicv2/home/?lan=en>

- Welcome to the Internationale Organisation of la Francophonie. *Organisation Internationale de la Francophonie*. Web. 2015. <http://www.francophonie.org/Welcome-to-the-International.html>

- Multinational Corporation. *Investopedia,* 2015*.* Web. 2015. <http://www.investopedia.com/video/play/multinational-corporations/?no_header_alt=true>

- Nongovernmental Organizations. *UNESCO: United Nations Education, Scientific and Cultural Organization.* Web. 2015. <http://en.unesco.org/partnerships/non-governmental-organizations>

- Organization of American States. *National Geographic: Education,* 1996-2015*.* Web. 2015. <http://education.nationalgeographic.org/thisday/apr30/organization-american-states-established/>

- *Cooperation Council of Turkic Speaking States*. Web. 2015. <http://www.turkkon.org/en-US/HomePage>

- UNASUR News,*UNASUR.* Web. 2015. <http://www.unasursg.org/en>

- *Union of International Associations*, 1907-2015*.* Web. 2015. <http://www.uia.org/>

- *Union Latine*. Web. 2015. <http://www.unilat.org/>

- Welcome to the Commonwealth of Nations. *Commonwealth of Network, 2015. Web. 2015. <http://www.commonwealthofnations.org/>*

Standards Addressed: R1; R2; R3; R4; R6; R7; R8; R9; R10; W2; W4; W5; W10; W7; CR 1; CR 2; CR 4; CR 5; CR 9; CR10; CR11 and CR 11

Unit 3: International Economics and Global Resource Management

Duration: 5 Weeks

Description: Students describe the global economy in terms of economic system, resources, and distribution of wealth. To set the context students compare the population size, birth rate, death rate, infant mortality rate, total fertility rate, life expectancy, and age distribution in differing countries to develop an understanding of countries deemed developed, industrialized, developing or underdeveloped. After comparing types of economies, students explain how resources are distributed in differing types of economies. More specifically, students learn that government facilitates the distribution of wealth in socialists economics, while the market facilitate the distribution of wealth in capitalist economies. Students synthesize the idea that most economies are mixed inasmuch as some resources decisions are made by the government and some decisions are made by consumer and producer habits. Because of differing in the ways that land (natural resources), labor and capital is produced and shared, people in differing economies have varied gaps between rich and poor. In addition, there are gaps between countries deemed developed with those identified as developing. Within this context, students debate the idea of global resource management. In other words, should international entities decide how natural resources in

particular should be managed? Students question the sustainability of natural and human resources (ecological sustainability) without international cooperation. To answer questions regarding gaps in national income and gross domestic product, students define global finance and the international monetary structure. They research money and banking, world trade and economic aid. Students evaluate the actions of multinational corporations and international cartels, such as Organization of Petroleum Exporting Countries (OPEC), as well as the consequences of world trade agreements such as General Agreement on Tariffs and Trade (GATT). Furthermore, students compare the free trade stance of the World Trade Organization (WTO) and International Monetary Fund (IMF) to the development focus of other international organizations like the Organisation for Economic Co-operation.

Required Assignments:
Students evaluate the concept of free trade by comparing the World Trade Organization (WTO) and International Monetary Fund (IMF) to the development focus of other international organizations like the Organisation for Economic Co-operation. Students investigate the activities of at least one pro-free trade international organization and one pro-development international organization and decide which type of organization is best for the health of the global economy. Student make their arguments orally and in writing.

Suggested Activities:
- Students apply ideas about resources to understand why some nations are less well-off than others.
- Students articulate definitions of developed, industrialized, developing and underdeveloped by studying the population size, birth rate, death rate, infant mortality rate, total fertility rate, life expectancy, and age distribution of differing countries.
- Students define capitalist, socialist, or mixed economies in a Tree Map.
- Students debate the following questions: *Who has the rights to these resources? How do we define the borders of country rights? and Who ensures that resources are not being exploited beyond sustainable?*
- Students analyze global talks on the environment.
- Students evaluate trade surpluses and deficits in the context of a discussion about the balance of trade.
- Students infer the meaning of the international monetary system by answering questions about the ways that the value of money is determined.
- Following a reading of fact cards about historical boundaries to trade, students judge the risks to trade barriers.
- Students consider the responsibility of developed countries in giving economic aid to less developed countries. In addition, students hypothesize possible consequences of not giving aid to resource deprived areas.

Materials:
- Ban Hails Paris Climate Accord as 'Health Insurance Policy for the Planet'. *UN NewsCentre.* Web. 2015. <http://www.un.org/apps/news/story.asp?NewsID=52812#.VnBZvBqDGkp>

- Bridges and Barriers to Trade. *Foundation for Teaching Economics.* Web. 2015. <http://www.fte.org/teacher-resources/lesson-plans/tradelessons/lesson-2-bridges-barriers-to-trade>

- Comparing Economic Systems. *NC Civic Education Consortium.* Web. 2015. <http://civics.sites.unc.edu/files/2012/05/ComparingEconomicSystems10.pdf>

- Global Inequality. *Inequality.org: A project of the Institute for Policy Studies.* Web. 2015. <http://inequality.org/global-inequality/>

- International Monetary Exchange. *Foundation for Teaching Economics.* Web. 2015.

<http://www.fte.org/teacher-resources/lesson-plans/efllessons/foreign-currencies-and-foreign-exchange/>

● Lesson Eleven "Hey, Hey! Ho, Ho! Why Do We Need The WTO?". *IMF Center: Public Center for Economics Education, 2005.* Web. 2015. <https://www.imf.org/external/np/exr/center/students/hs/think/lesson5.pdf>

● Lesson Plan: International Aid and Fragile States. *Pulitzer Center on Crisis Reporting.* Web. 2015. <http://pulitzercenter.org/education/lesson-plan/international-aid-fragile-states>

● Ocean and Sea Border. *National Geographic: Education,* 1996-2015. Web. 2015. <http://education.nationalgeographic.org/activity/ocean-and-sea-borders/>

● The Balance of Trade Always Balances. *Foundation for Teaching Economics.* Web. 2015. <http://www.fte.org/teacher-resources/lesson-plans/tradelessons/lesson-6-the-balance-of-trade-always-balances/>

● Ten Basic Questions About Globalization. *IMF Center: Public Center for Economics Education, 2005.* Web. 2015. <https://www.imf.org/external/np/exr/center/students/hs/think/lesson1.pdf>

● The IMF at a Glance. *International Monetary Fund*, 2015. Web. 2015. <http://www.imf.org/external/np/exr/facts/glance.htm>

● Why are Some Nations Wealthy? *IMF Center: Public Center for Economics Education, 2005.* Web. 2015. <https://www.imf.org/external/np/exr/center/students/hs/think/lesson6.pdf>

● 2015 World Population Interactive Map. *Population Reference Bureau,* 1996-2015. Web. 2015. <http://www.prb.org/Publications/Datasheets/2015/2015-world-population-data-sheet/world-map.aspx#map/world/population/2015>

Standards Addressed: R1; R2; R3; R4; R6; R7; R8; R9; R10; W1; W4; W5; W7; W10; CR 1; CR 2; CR 4; CR 5; CR 9; CR10; CR11 and CR 12

Unit 4: International Conflict

Duration: 5 Weeks

Description: Students identify, explore, and evaluate the major causes of international conflict post World War II. Inclusive in this unit, will be an examination of current global conflicts such as ongoing crisis in Middle East, Africa, and various other regions in the world. Students will also examine types of international conflicts including, tangible and Intangible. Furthermore, students will examine types of war, global, total, limited, civil as well as Guerrilla, non-state and state-sponsored terrorism, as well as organized crime. Lastly, students will examine international security and the use of military force as a tool for establishing and maintaining global security as well as the international organizations who are responsible and active in geosecurity.

Required Assignments:
Based on the model of the UNESCO Youth forum, a focus on the relationship between young people and their societies, students create their own action plan for one or more of the following: promoting social innovation and change, participating fully in the development of their societies, eradicating poverty and inequality, and fostering a culture of peace. Examples of this action plan could include, volunteering or working with youth organizations, leading social projects, innovation or entrepreneurship, participating in

youth media, or engaging in decision-making processes.
Suggested Activities:
- Students will use a double bubble thinking map to compare and contrast the Palestinian and Jewish position on the Middle East Conflict.
- Students will apply components of the double bubble thinking map to create a compromise for the Palestinian and Jewish conflict in the Middle East.
- Using the Joint Criminal and Epidemiological Investigations Handbook, students will identify and describe the purpose and goals of one of the agencies as it relates to prevention of biological terrorist attack.
- Students will analyze current global conflicts and create a list prioritizing those which directly affect the United States economic and political interests.
- Students will create a handbook of current global organized crime networks.
- Students will analyze the Atlantic Charter and present their findings to the class.
- Students will identify current Non-State Actors and the role they play in world and regional affairs and the impact it has on the United States.
- Students will analyze Dwight D. Eisenhower quote on Disarmament and create their own position statement pertaining to the need for world disarmament.
- Student will create a terrorism power point focusing on elements and activities of state sponsored terror groups.
- Students will identify and explain the elements of the United Nations role in maintaining international peace.
- Students will analyze the impact that Boko Haram has on Africa and discuss what strategies have been used to deal with their policies and ideology.
- Student will select a document from the post 2000 document list and create a paper analyzing it relevance or effectiveness in geopolitics.

Materials:
- BBC News: *Syria Country Profile.* 2015. Web 2015. <http://www.bbc.com/news/world-middle-east-14703856>

- The Federal Bureau of Investigation*: Weapons of Mass Destruction*, There's no room for failure—when it comes to weapons of mass destruction, even a single incident could be catastrophic. <https://www.fbi.gov/about-us/investigate/terrorism/wmd/wmd>

- The Federal Bureau Of Investigation: Organized Crime*: It's not just the Mafia anymore.* <https://www.fbi.gov/about-us/investigate/organizedcrime>

- NATO Treaty. *The Avalon Project: Documents in Law History and Diplomacy*, 1949/2008. Web. 2015. <http://avalon.law.yale.edu/20th_century/nato.asp>

- National Intelligence Council: *Nonstate Actors: Impact on International Relations and Implications for the United States.* 2007. Web 2015. <https://fas.org/irp/nic/nonstate_actors_2007.pdf>

- Oxford University Press. *Post-2000 Documents.* 2015. Web 2015. <http://global.oup.com/uk/orc/politics/intro/internationalrelations/books/keydocuments/7post/>

- President George W. Bush: "History's Unmarked Grave of Discarded Lies" Speech to Joint Session of Congress, September 21, 200. *Modern History Sourcebook*, 2001. Web. 2015. <http://avalon.law.yale.edu/20th_century/genocide.asp>

- Terrorism Research: *State Sponsored Terrorism,* Web 2015. <http://www.terrorism-research.com/state/>

- UNESCO: *Youth Forum: by Youth for Youth Youth take the centre-stage.* 2015. Web 2015. <http://www.unesco.org/new/en/social-and-human-sciences/themes/youth/youth-forums/>

- United Nations: *Global Issues. Disarmament.* 2015. Web 2015. <http://www.un.org/en/globalissues/>

- United Nations: *Maintain International Peace and Security.* 2015. Web 2015. <http://www.un.org/en/sections/what-we-do/maintain-international-peace-and-security/index.html>

- What Is Boko Haram? *United States Institute of Peace,* 2012. Web 2015. <http://www.usip.org/publications/what-boko-haram>

Standards Addressed: R1; R2; R3; R4; R6; R7; R8; R9; R10; W2; W4; W5; W6; W7; W8; W9; W10; W7; CR 1; CR 2; CR 4; CR 5; CR 9; CR10; CR11 and CR 12.

INSTRUCTIONAL METHOD AND/OR STRATEGIES:

A variety of instructional strategies will be utilized to accommodate all learning styles. See the document titled, "Using Formative Assessment to Address the Specific Learning Needs of Low Achieving Students, High Achieving Students, Students with Disabilities and English Language Learners in K-12 ELA and CONTENT LITERACY."

COURSE MATERIALS:

See web sources above.

RESOURCES:

Documents
- Using Formative Assessment for Differentiation   LBUSD ELA Curriculum Documents
- CTE Standards   http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp
- ELD Standards   http://www.cde.ca.gov/sp/el/er/eldstandards.asp

District Offices
- History Curriculum Office   (562) 997-8000, ext. 2956

CLASSROOM PERFORMANCE CRITERIA:

Defines how good is good enough on which measures to demonstrate achievement of content standards.

	F	D	C	B	A
Homework and Notebook	A score of one on a six-point rubric, or a score of one on a four-point rubric for constructed response or less than 60% on scoring guide for selected response	A score of two on a six-point rubric, or a score of two on a four-point rubric, for constructed response or 60% - 69% on scoring guide for selected response	A score of three or four on a six-point rubric, or a score of two on a four-point rubric for constructed response or 70% - 79% on scoring guide for selected response	A score of four or five on a six-point rubric, a score of three on a four-point rubric for constructed response or 80% - 89% on scoring guide for selected response	A score of five or six on a six-point rubric, or a score of four on a four-point rubric for constructed response or 90% - 100% on scoring guide for selected response
Graded	A score of one	A score of two	A score of three	A score of four	A score of five

Written Assignments, Performance Assessments and Projects	on a six-point rubric, or a score of one on a four-point rubric	on a six-point rubric, or a score of two on a four-point rubric,	or four on a six-point rubric, or a score of two on a four-point rubric	or five on a six-point rubric, a score of three on a four-point rubric	or six on a six-point rubric, or a score of four on a four-point rubric
Periodic Quizzes and Unit Exams	A score of one on a six-point rubric, or a score of one on a four-point rubric for constructed response or less than 60% on scoring guide for selected response	A score of two on a six-point rubric, or a score of two on a four-point rubric, for constructed response or 60% - 69% on scoring guide for selected response	A score of three or four on a six-point rubric, or a score of two on a four-point rubric for constructed response or 70% - 79% on scoring guide for selected response	A score of four or five on a six-point rubric, a score of three on a four-point rubric for constructed response or 80% - 89% on scoring guide for selected response	A score of five or six on a six-point rubric, or a score of four on a four-point rubric for constructed response or 90% - 100% on scoring guide for selected response

Standard Grading Scale:

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Suggested Grade Weighting:

1. Homework and Notebooks 10%
   - This practice reinforces the learning of a skill or content acquired by the student during or outside of class. Work could be checked for completion, but not graded.
   - Homework could be: reading notes, vocabulary definitions, Thinking Maps, graphic organizers, or processing for short-term or long-term projects.
   - If teachers and students are using an Interactive Notebook, all classwork and homework could be included here. Preview assignments, reading notes, lecture notes and processing assignments are part of this approach.

2. Classwork, In-class, or Suggested Assignments 30%
   - After processing course material in notes, students create products.
   - Group and individual projects might include: Reports of Information, Argumentative Writing, Posters, Debates, Visuals, Discussion Participation, Skits, Performances, Short Written Work and other Daily Assignments.

3. Periodic Quizzes and Unit Exams 30%
   - Unit Exams are used to determine if students have attained proficiency. Teachers will likely require short-answer or in-class writing assessments.

- Quizzes are short assessments to check understanding of the content. Teachers can use these to determine if students are ready to move onto the next lesson or unit. These quizzes can be oral, multiple-choice, short answer, essay format, or a possible project, like a poster.

4. Research Products or Performance Tasks   30%
    - History-Social Science research reports should teach students research and critical thinking skills.
    - Students should use a variety of sources and learn how to evaluate sources for reliability.
    - Students corroborate sources to come up with a written, visual or oral report of information or argumentative writing.

Submitted by: Steven Heavin and Marika Manos
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School/Office: History Office, OCIPD
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Revised Board Approval Date:

Saved on L/drive, Common, Manos, Course Outlines, International Relations