

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

GLOBAL STUDIES MAGNET PROGRAM

HONORS SENIOR SEMINAR

Grade Level: 12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 25, 2008

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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Course Philosophy

This course of study is required for the International Studies/Contemporary Global Issues Specialized Learning Center program. It has been designed to provide opportunities for students to utilize previously learned knowledge by applying it to a variety of student-directed activities. The attempt will include a synthesis of the knowledge in areas of the social sciences and other pertinent fields of inquiry. This final course in the program is designed to provide a structural arrangement which dissolves the subject boundaries, thereby relating the curriculum to the life of the learner. Selection of the content and activities of this course will be concurrent with the contemporary global scene. With an awareness of this flexibility the teacher will select readings, assign projects, and hold the students accountable for content in each of the following international content areas:

- Unit 1: Introduction to International Politics
- Unit 2: International Governments and Constitutions
- Unit 3: International Organizations
- Unit 4: International Economics
- Unit 5: International Distributions of Power
- Unit 6: Causes of War and Foreign Policy

Under the Senior Seminar “umbrella,” students will participate in a variety of activities including but not limited to independent research, book chats and debates, current events presentations, scholarly article analysis, and peer teaching. Students will perform specific research activities – collecting and analyzing data, drawing conclusions, developing alternative solutions, and utilizing technology. In small “chat” groups, students will analyze books related to global issues. Students will decide upon the critical questions to be explored through each topic, discuss the major elements of the topic, critique the text, and debate the major global issues inherent in the topic. Students will study international governments, organizations, economics, and distributions of power through independent reading assignments, lectures, and class activities.

Course Description

Because the senior seminar curriculum goes beyond the traditional subject divisions and focuses on the student’s individual interests, access to media center resources and computer technology are required. This course will be facilitated through on-line communication among teachers and students. Students will be required to use the web-based course to submit assignments and communicate with each other.

The mission of the Senior Seminar course is to synthesize prior learning with new learning to develop a sophisticated global understanding in every graduating learning center student.

**Freehold Regional High School District
Curriculum Map**

Honors Senior Seminar

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.1 Social Studies Skills A1 -8	There are varying perspectives on the meaning of historical events. Historians establish justifiable timelines to connect significant events.	Whose point of view matters? How are present events related to past events?	Questionnaire on credible and legitimate sources of information for research purposes	Ongoing supervision of, and redirection of research toward credible and legitimate sources Ongoing writing conferencing	Objective research paper using a diversity of credible sources Subjective research paper using a diversity of credible sources
6.2 Civics A 2,3,5 B 2,5 C 3 E 1-15	Societies require rules, laws and government. Citizens can influence government in many ways if they choose to participate.	What is government and what can it do? Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it? How have the basic values and principles of American democracy changed and in what ways have they been preserved? What is the formal and informal relationship of the United States to other nations? What social, political, and economic opportunities and problems arise when cultures interact?	Pre-Discussion on historical revolutions and the new types of governments they produced. KWL Chart. Venn Diagram.	Outline feedback rubric discussed with the student prior to the date or presentation. Cooperative learning projects.	Student presentation on an historical popular revolution that radically altered political and economic institutions. Presentation should be multi-

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.3 World History G 1,2 H 1-4	The past influences the present and the future. Societies are impacted by both internal and external factors.	Are there general lessons to be learned from history? What causes societies to change over time? Why is there political and social conflict? How much influence do individuals have in changing history?	Pre-Discussion on potential causes of conflict and causes highlighted in history courses	Outline feedback rubric discussed with the student prior to the date or presentation	Contribute to the creation of a class portfolio on the causes of historical global conflict
6.5 Economics A 3,5,7,8 B 2,4,7,8,9	National economic well being is determined by a variety of factors. Economic disparity can cause conflict.	How is price determined? Why is the United States economically prosperous? How “free” should national and international trade be?	Pre-Quiz on basic economic relationships and their consequences	Peer review of student work and editing based upon peer feedback	Create an analytic workbook complete with charts, graphs, tables, and analysis on the economic activity of a modern state
6.6 Geography E 1,3,5,6,7,8	Innovations in technology have resulted in an interconnected world.	What are the potential limits of technology? How do human activity and environment affect each other? How big a threat is global warming?	KW diagnostic (What I know? What I want to know?)	KWL diagnostic (What I know? What I want to know? What I learned?)	Write a critical essay on the theory of geographic determinism using the OPV (other people’s view) approach

**Freehold Regional High School District
Course Proficiencies and Pacing**

Honors Senior Seminar

Unit Title	Unit Understandings	Recommended Duration
Unit 1: Introduction to International Politics	Societies require rules, laws and government. Citizens can influence government in many ways if they choose to participate. 1. Students will appreciate the complexity of the international politics through their understanding of essential concepts, primary participants, and methods of interaction between states.	6 weeks
Unit 2: International Government Structures & Constitutions	Societies require rules, laws and government. Citizens can influence government in many ways if they choose to participate. 1. Students will appreciate the differences of global constitutions and how those constitutions either do, or do not regulate the functions of their respective governments?	6 weeks
Unit 3: International Organizations	There are varying perspectives on the meaning of historical events. Historians establish justifiable timelines to connect significant events. Societies require rules, laws and government. Citizens can influence government in many ways if they choose to participate. Innovations in technology have resulted in an interconnected world. 1. Students will understand the goals and functions of international organizations in current geopolitics.	6 weeks
Unit 4: International Economics	Societies require rules, laws and government. Citizens can influence government in many ways if they choose to participate. National economic well being is determined by a variety of factors. Economic disparity can cause conflict. Innovations in technology have resulted in an interconnected world. 1. Students will understand the functions of international markets and the role of international trade in determination of national standards of living and allocation of global resources.	6 weeks
Unit 5: International Distributions of Power	The past influences the present and the future. Societies are impacted by both internal and external factors. 1. Students will know that the world is divided into several different regional power centers and that how these regional power centers interact will determine the nature and scope of global conflict.	5 weeks
Unit 6: Causes of Conflict and Foreign Policy	The past influences the present and the future. Societies are impacted by both internal and external factors. There are varying perspectives on the meaning of historical events. Historians establish justifiable timelines to connect significant events. Societies require rules, laws and government. Citizens can influence government in many ways if they choose to participate. 1. Students will understand the various causes of international conflict through an historical analysis of past wars and their causes, and predictions about future conflicts.	5 weeks

**Freehold Regional High School District
Honors Senior Seminar
Unit # 1: Introduction to International Politics**

Enduring Understandings: Societies require rules, laws and government.

Citizens can influence government in many ways if they choose to participate.

Essential Questions: What is government and what can it do?

Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?

How have the basic values and principles of American democracy changed and in what ways have they been preserved?

What is the formal and informal relationship of the United States to other nations?

What social, political, and economic opportunities and problems arise when cultures interact?

Unit Goal: Students will appreciate the complexity of the international politics through their understanding of essential concepts, primary participants, and methods of interaction between states.

Duration of Unit: 6 weeks

NJCCCS: 6.2 Civics A 2,3,5 B 2,5 C 3 E 1-15

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are the essential terms and concepts to a sophisticated understanding of international politics?</p> <p>In what context does international politics occur?</p> <p>Who are the major actors in international politics?</p> <p>What are the functions of international organizations in general, and the major organizations specifically?</p> <p>Are states becoming less relevant in international politics?</p>	<p>Students will know the significance of the following terms: international, supranational, multi-national corporations, non-governmental actors (NGOs), and globalization.</p> <p>Students will know that international politics occurs between individuals, corporations, governments, NGOs, and international organizations.</p> <p>Students will understand that International organizations provide an institutional framework for channeling political disputes.</p> <p>Students will discover that one can identify international institutions that are similar to those found within states. However, their capacity and authority is much weaker than domestic institutions.</p> <p>Students will determine whether states are becoming less relevant in international politics.</p>	<p>Resource Links Homepage http://web.rollins.edu/~mgunter/po1130/links.htm</p> <p>NGO Alphabetical Listing http://www.ngo.org/index2.htm</p> <p>Student's Guide to Globalization http://www.globalization101.org/</p> <p>New York Times "Week in Review" Section</p> <p>The United States and Shifting Global Power Dynamics http://www.cfr.org/publication/16002/</p>	<p>Teacher Direct Instruction through Microsoft PowerPoint with essential terms and concepts as an introduction</p> <p>Student Essay in response to a "Week in Review" report forcing students to apply the relevant terms</p> <p>Graphic Organizer for students to fill in that will require them to categorize major NGOs and place them inside of a global hierarchy</p> <p>Student independent research on institutions abroad and their effectiveness relative to US institutions</p> <p>Book Chats</p> <p>Current Events Project</p> <p>Cross Age Lesson/Guest Speaker</p>	<p><u>Diagnostic:</u> Pre-Essay Response: Students will write two pages on their understanding of the forces that create global challenges and the forces that work toward addressing those challenges</p> <p><u>Formative:</u> Ongoing recommendations by the teacher based on student reports on their research</p> <p><u>Summative:</u> 1200 Thesis paper that analyzes a current NGO and its effectiveness</p>

Suggestions on how to differentiate in this unit:

- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.

Freehold Regional High School District
Honors Senior Seminar
Unit # 2: International Government Structures & Constitutions

Enduring Understandings: Societies require rules, laws and government.

Citizens can influence government in many ways if they choose to participate.

Essential Questions: What is government and what can it do?

Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?

How have the basic values and principles of American democracy changed and in what ways have they been preserved?

What is the formal and informal relationship of the United States to other nations?

What social, political, and economic opportunities and problems arise when cultures interact?

Unit Goal: Students will appreciate the differences of global constitutions and how those constitutions either do, or do not regulate the functions of their respective governments?

Duration of Unit: 6 weeks

NJCCCS: 6.2 Civics A 2,3,5 B 2,5 C 3 E 1-15

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is the structure of the American Government?</p> <p>How does the US Constitution determine guide the functions of government?</p> <p>What are alternative structures of government seen around the world?</p> <p>How do global constitutions guide the functions of government in foreign states?</p> <p>How are foreign constitutions similar to and different from the US?</p> <p>What ought to be the components of any meaningful constitution?</p>	<p>Students will know how to classify the American government.</p> <p>Students will be able to interpret the US Constitution and understand how it governs US political institutions.</p> <p>Students will understand a variety of government structures that have emerged through world history and remain in the 21st century.</p> <p>Students will be able to research and interpret foreign constitutions and understand how those constitutions effect their respective political institutions.</p> <p>Students will be able to evaluate properties of global governance argue in favor essential components of a sound constitution.</p>	<p><u>Internet</u> American Government & Constitutions http://www.usa.gov/ http://www.whitehouse.gov/government/ http://www.law.cornell.edu/constitution/constitution.overview.html</p> <p>Foreign Governments & Constitutions http://confinder.richmond.edu/</p> <p><u>Presentation Applications</u> PowerPoint Presentations on government structures</p>	<p>Use a graphic organizer to demonstrate visually the essential components of a constitution</p> <p>Develop research teams to identify and analyze a international organizations</p> <p>Provide students with a template to use in their team presentations</p> <p>Book Chats/Leadership</p> <p>Cross Age Lesson/Guest Speaker</p> <p>Current Events Presentation</p>	<p><u>Diagnostic</u> What makes a good/bad constitution? Introductory discussion.</p> <p>US Constitution Pre-Test http://www.dailyrepublican.com/constitution-test.html</p> <p><u>Formative</u> Research teams will submit midpoint research evidence and possible thesis – teacher will review and provide feedback.</p> <p><u>Summative</u> Group presentations comparing and contrasting foreign governments with the US government. Individual evaluations of all constitutions presented and a synthesis paper arguing for the ideal constitution.</p>

Suggestions on how to differentiate in this unit:

- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.

**Freehold Regional High School District
Honors Senior Seminar
Unit # 3: International Organizations**

Enduring Understandings: There are varying perspectives on the meaning of historical events.
 Historians establish justifiable timelines to connect significant events.
 Societies require rules, laws and government.
 Citizens can influence government in many ways if they choose to participate.
 Innovations in technology have resulted in an interconnected world.

Essential Questions: Whose point of view matters?
 How are present events related to past events?
 What is government and what can it do?
 Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?
 How have the basic values and principles of American democracy changed and in what ways have they been preserved?
 What is the formal and informal relationship of the United States to other nations?
 What social, political, and economic opportunities and problems arise when cultures interact?
 What are the potential limits of technology?
 How do human activity and environment affect each other?
 How big a threat is global warming?

Unit Goal: Students will understand the goals and functions of international organizations in current geopolitics.

Duration of Unit: 6 weeks

NJCCCS: 6.2 Civics A 2,3,5 B 2,5 C 3 E 1-15, 6.1 Social Studies Skills A1 -8 6.6 Geography E 1,3,5,6,7,8

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
Why did the first international organizations form? What international organizations have formed that play a major role in current international politics? How do international organizations function? What are the goals of the major international organizations today? How are international organizations funded?	Students will induce the purpose of the formation of the first international organizations. Students will know the most important international organizations that exist in the 21 st century, their history, their objectives, and the strengths and weaknesses. Students will be able to identify sources of funding for the various organizations studied.	List of International Organizations http://www.library.northwestern.edu/govinfo/resource/internat/igo.html International Organizations Resources http://www.lib.berkeley.edu/doemoff/govinfo/intl/ Links to International Organizations http://www.uia.org/extlinks/pub.php Current Publications on International Organizations http://www.loc.gov/rr/news/io.html	Use a graphic organizer to demonstrate visually the relationship between different international organizations Organize research teams to identify and analyze a foreign governments constitution Provide students with a template to use in their team presentations Book Chats/Leadership	<u>Diagnostic</u> Pre-Test: What international organization would likely aim to address the following problems? <u>Formative</u> Ongoing supervision of, and redirection of research toward credible and legitimate sources Ongoing writing conferencing.

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How can ineffective organizations be made to be more effective?	Students will construct and defend an argument on the effectiveness of international organizations	United Nations http://www.un.org/	Cross Age Lesson/Guest Speaker Current Events Presentation	<u>Summative</u> Subjective research paper using a diversity of credible sources.
<p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> • Teachers may employ cooperative learning strategies to facilitate peer assistance to all students. • Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit. • Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles. 				

**Freehold Regional High School District
Honors Senior Seminar
Unit # 4: International Economics**

Enduring Understandings: Societies require rules, laws and government.
 Citizens can influence government in many ways if they choose to participate.
 National economic well being is determined by a variety of factors.
 Economic disparity can cause conflict.
 Innovations in technology have resulted in an interconnected world.

Essential Questions: What is government and what can it do?
 Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?
 How have the basic values and principles of American democracy changed and in what ways have they been preserved?
 What is the formal and informal relationship of the United States to other nations?
 What social, political, and economic opportunities and problems arise when cultures interact?
 How is price determined?
 Why is the United States economically prosperous?
 How “free” should national and international trade be?
 What are the potential limits of technology?
 How do human activity and the economy affect each other?
 How big a threat is global warming?

Unit Goal: Students will understand the functions of international markets and the role of international trade in determination of national standards of living and allocation of global resources.

Duration of Unit: 6 weeks

State Standards: 6.5 Economics A 3,5,7,8 B 2,4,7,8,9 6.6 Geography E 1,3,5,6,7,8

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What is the nature of a free market? How do free markets differ from socialized markets? What are the arguments in favor of and against international trade? What are the major goods and services traded by key global economic players? How does international trade	Students will be able to differentiate between the properties of free markets, the properties of socialized markets, and the properties of mixed markets. Students will analyze and interpret arguments for trade and arguments against trade using scholarly sources. Students will understand goods and service markets that play a dominant role in the economies of global economic participants.	https://www.cia.gov/library/publications/the-world-factbook/index.html http://internationaleconom/index.php http://intl.econ.cuhk.edu.hk/ http://www-	Teacher direct instruction in free markets and socialized markets through PowerPoint Presentations Research teams of students will research the economy of a major global economic actor (by country) and create an interpretive and analytic presentation	<u>Diagnostic</u> Pre-Quiz on basic economic relationships and their consequences. <u>Formative</u> Peer review of student work and editing based upon peer feedback. <u>Summative</u> Create an analytic

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>reallocate resources?</p> <p>Who are the winners and losers of current international trade relationships?</p>	<p>Students will critically analyze the effects of current trade institutions and relationships and construct an argument based on their conclusions.</p>	<p>personal.umich.edu/~alander/glossary/</p> <p>http://www.columbia.edu/~ram15/ie/ietoc.html</p>	<p>Book Chats/Leadership</p> <p>Cross Age Lesson/Guest Speaker</p> <p>Current Events Presentation</p>	<p>workbook complete with charts, graphs, tables, and analysis on the economic activity of a modern state.</p>
<p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> • Teachers may employ cooperative learning strategies to facilitate peer assistance to all students. • Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit. • Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles. 				

**Freehold Regional High School District
Honors Senior Seminar
Unit # 5: International Distributions of Power**

Enduring Understandings: The past influences the present and the future.
Societies are impacted by both internal and external factors.

Essential Questions: Are there general lessons to be learned from history?
What causes societies to change over time?
Why is there political and social conflict?
How much influence do individuals have in changing history?

Unit Goal: Students will know that the world is divided into several different regional power centers and that how these regional power centers interact will determine the nature and scope of global conflict.

Duration of Unit: 5 weeks

State Standards: 6.3 World History G 1,2 H 1-4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is meant by the term Balance of Power? Hegemony?</p> <p>How does a BOP global system differ from a Hegemonic system?</p> <p>What has been the nature of the global system over the past two centuries?</p> <p>Which system is more stable?</p> <p>How is power distributed in the modern world?</p> <p>What are the implications of the modern distribution of power?</p>	<p>Students will know the difference between a global system that is classified as a balance of power system and a global system that is classified as hegemonic.</p> <p>Students will be able to classify historical periods as being examples of either balance of power or hegemony.</p> <p>Students will evaluate the arguments in favor of and against both the BOP system and the Hegemonic system.</p> <p>Students will be able to apply their knowledge of international power systems by classifying the modern world and making predictions about the future based on the assumption that the future will be like the past.</p>	<p>Book The Balance of Power in International Relations: Metaphors, Myths and Models</p> <p>Essay On BOP http://www.garretwilson.com/essays/internationalrelations/balancepower.html</p> <p>Center for Contemporary Conflict http://www.ccc.nps.navy.mil/index.asp</p> <p>JSTOR online scholarly database articles on Balance of Power and Hegemony</p>	<p>PowerPoint presentation on balance of power as a global world order and the hegemonic system as an alternative world order.</p> <p>Individual Research on the history of global society and the balance of power during an assigned historical period.</p> <p>Individual presentations of the assigned historical period through the lens of a global order framework.</p> <p>Book Chats/Leadership.</p> <p>Cross Age Lesson/Guest Speaker.</p> <p>Current Events Presentation.</p>	<p><u>Diagnostic</u> In class essay: How is power currently distributed and what are the implications of this power distribution?</p> <p><u>Formative</u> Ongoing teacher supervision of student research and redirection to maintain proper focus and check for clarity</p> <p>Peer review of presentation draft</p> <p><u>Summative</u> Student produced presentation an historical period and the balance of power during that period</p>

Suggestions on how to differentiate in this unit:

- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.

Freehold Regional High School District
Honors Senior Seminar
Unit # 6: Causes of Conflict and Foreign Policy

Enduring Understandings: The past influences the present and the future.
 Societies are impacted by both internal and external factors.
 There are varying perspectives on the meaning of historical events.
 Historians establish justifiable timelines to connect significant events.
 Societies require rules, laws and government.
 Citizens can influence government in many ways if they choose to participate.

Essential Questions: Are there general lessons to be learned from history?
 What causes societies to change over time?
 Why is there political and social conflict?
 How much influence do individuals have in changing history?
 Whose point of view matters?
 How are present events related to past events?
 What is government and what can it do?
 Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?
 How have the basic values and principles of American democracy changed and in what ways have they been preserved?
 What is the formal and informal relationship of the United States to other nations?
 What social, political, and economic opportunities and problems arise when cultures interact?

Unit Goal: Students will understand the various causes of international conflict through an historical analysis of past wars and their causes, and predictions about future conflicts.

Duration of Unit: 5 weeks

NJCCCS 6.1 - 6.5, 6.3 World History G 1,2 H 1-4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are the broad historical patterns that classify the wars of the past? How can wars be classified into categories? What are the different criteria that differentiate wars from one another?	Students will understand the broad historical overview of war as a social-political institution, looking at the various forms that war has taken over the centuries (heroic; classical; modern; industrial) and the interactions between forms of war and forms of political organization. Students will know and apply Blainey's approach of classifying wars into four categories: protracted conflicts, long wars, short wars, and wide wars.	"Understanding Conflict and War" http://www.hawaii.edu/powerkills/WPP.CHAP16.HTM ****Bibliographic Resource List on the Causes of War http://www.au.af.mil/au/aul/bibs/cause/causewar.htm Internet Encyclopedia of Philosophy: Political Realism	Group discussions based on assigned readings Direct instruction on the difference between political realism and political idealism Media center group research on the principles of political realism as they are applied by various leaders and diplomats Group presentations on current	<u>Diagnostic:</u> Class discussion: What do you think is the difference between political realism and political idealism? <u>Formative</u> Peer review of student work and editing based upon peer feedback <u>Summative:</u>

<p>What are the conflict implications of states that adopt political realism versus states that adopt a form of political liberalism?</p>	<p>Students will understand the two theories that dominate contemporary international relations theory: realism—which assumes that states are fundamentally in conflict—and liberalism—which assumes that international behavior is governed by a great deal of cooperation.</p>	<p>http://www.iep.utm.edu/p/polreal.htm</p> <p>“Six Principles of Political Realism” by Hans Morgenthau http://www.mtholyoke.edu/acad/intrel/morg6.htm</p>	<p>events that are demonstrative of realism or idealism</p> <p>Book Chat/Leadership</p> <p>Cross Age Lesson/Guest Speaker</p>	<p>Researched thesis paper in response to: What are the conflict implications of states that adopt political realism versus states that adopt a form of political liberalism?</p>
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Suggestions on how to differentiate in this unit:

- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.
- Teachers may incorporate activities and strategies to appeal to multiple intelligences and learning styles.