

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**GLOBAL STUDIES MAGNET PROGRAM**

# **INTERNATIONAL LAW & HUMAN RIGHTS**

Grade Level: 11

Credits: 2.5

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 28, 2017**

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

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

# **FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

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## **Curriculum Writing Committee**

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## **Supervisors**

Ms. Judith Newins

## INTERNATIONAL LAW & HUMAN RIGHTS

### COURSE PHILOSOPHY

*International Law and Human Rights* is another unique component of the Global Studies Learning Center. It fosters a deep understanding of the various historical legal trends and their impacts on modern international law and human rights. The course seeks to instill in each Global Studies student the skills and knowledge necessary to assess the modern attributes, form, and challenges of international legal systems and apply these understandings to human rights concerns in the 21st century. A student leaving *International Law and Human Rights* will feel confident in evaluating any modern global legal challenge and its effect on the rights of people around the globe.

### COURSE DESCRIPTION

*International Law and Human Rights* is designed to instill students with informed and insightful perspectives in the analysis of the history, current trends, and projected future challenges in the fields of International Law and Human Rights. Students will analyze the concept of precedent in both International Law and Human Rights, placing the evolution of each discipline in its proper historical context. The course covers areas of study ranging from the theoretical underpinnings of natural law and crimes against humanity prosecutions, to the modern application of legal precedents in human rights cases, and to relevant examples in the contemporary world. will be introduced to several concepts, skills, and scenarios that will effectively prepare them for their future endeavors in the advanced social sciences.

## COURSE SUMMARY

### COURSE GOALS

CG1: Students will apply an historical understanding of local, national, and global legal systems to analyze contemporary international law and human rights issues, as well as critique legal efforts to challenge them.

CG2: Students will evaluate contemporary international legal debates and design unique legal arguments grounded in history, judicial precedent, and sociocultural trends.

### COURSE ENDURING UNDERSTANDINGS

CEU1: International law is rooted in historical developments and global legal precedent.

CEU2: Legal responses to human rights challenges vary across history and societies.

### COURSE ESSENTIAL QUESTIONS

CEQ1: How do historical trends and legal precedent inform modern trends in international law?

CEQ2a: What influences the legal responses to human rights challenges across history and societies?

CEQ2b: How does cultural perspective influence interpretation of law?

**UNIT GOALS AND PACING**

UNIT TITLE	UNIT GOALS	DURATION
<a href="#">Unit 1: International Law: Yesterday and Today</a>	Students will analyze contemporary international legal statutes, contextualizing them against historical trends and judicial precedent, developing critiques of modern cases in international law and human rights.	8-9 weeks
<a href="#">Unit 2: Design and Practice: Implementing Solutions to International Human Rights Challenges</a>	Students will design informed legal arguments that seek to address modern challenges in international law and human rights.	8-9 weeks

**INTERNATIONAL LAW & HUMAN RIGHTS****DURATION:****UNIT 1: INTERNATIONAL LAW: YESTERDAY AND TODAY****8-9 WEEKS****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will analyze contemporary international legal statutes, contextualizing them against historical trends and judicial precedent, developing critiques of modern cases in international law and human rights.

**UNIT LEARNING SCALE**

4	In addition to score 3 performances, the student can design unique arguments that demonstrate understanding of historical trends and make educated predictions about potential future developments.
3	The student can: <ul style="list-style-type: none"><li>● effectively compare key statutes and precedents in international law and human rights law;</li><li>● summarize and analyze historical trends in international law and human rights law;</li><li>● draw important conclusions about the evolution of legal statutes in the field of international law.</li></ul>
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU1: International law is rooted in historical developments and global legal precedent.	CEQ1: How do historical trends and legal precedent inform modern trends in international law?
CEU2: Legal responses to human rights challenges vary across history and societies.	CEQ2a: What influences the legal responses to human rights challenges across history and societies? CEQ2b: How does cultural perspective influence interpretation of law?
EU1: Debate exists over the meaning, necessity, and applicability of international law and human rights.	EQ1: Can international laws regarding human rights truly be universal applied?

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG 1 CEU 1, 2, EU1 CEQ1, 2a-b, EQ 1 6.2.12.A.5.e 6.2.12.D.5.e 6.2.12.A.6.b RH.11-12.6, 9 WHST.11-12.7 DOK 4	<p>Students will create a digital portfolio comprised of various sources and documents that demonstrate the evolution of a unique legal concept that is relevant to multiple societies across time. Subjects may include, but not be limited to sovereignty, natural law, human rights crimes against humanity, etc.</p> <p>Students will then present their findings in a roundtable format, culminating in a class debate/Socratic circle that allows all students to share their unique interpretation of the issue while demonstrating thorough understanding of its historical context.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● be given proper assistance in finding scholarly, credible sources;</li> <li>● be provided with ample instruction on properly interpreting the 'language' of the law (i.e. legal jargon and the way it is used);</li> <li>● be required to reference the role of the United Nations since 1948 in the evolution of this issue.</li> </ul>

**TARGETED UNIT STANDARDS**

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
<p>Includes but not limited to...                      first, second, and third generation rights                      relativism</p>	<p>Evaluate different points of view on the same historical event or issue (DOK 3)</p> <p>Assess the authors’ claims, reasoning, and evidence as used to present their points of view (DOK 3)</p> <p>Compare and contrast ‘generation’ rights from the perspective of various nations and actors (DOK 2)</p>	<p>RH.11-12.6 Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p>
<p>Includes but not limited to...                      civil liberties                      ICJ                      international law                      international legal personalities                      natural rights                      sovereignty</p>	<p>Draw evidence from informational text to support analysis, research, and reflection (DOK 2)</p> <p>Predict international tribunal decisions based on historic legal precedent while considering the myriad motivations of nations, regional organizations, and international organizations (DOK 4)</p>	<p>RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
<p>Includes but not limited to...                      “equality before the law”                      positive and negative rights                      relativism</p>	<p>Synthesize multiple sources on a subject (DOK 4)</p> <p>Design a digital portfolio that charts the historic trajectory of a unique issue in international law and human rights (DOK 4)</p>	<p>WHST.11-12.7 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.</p>
<p>Includes but not limited to...                      crimes against humanity                      genocide                      human rights                      Universal Declaration of Human Rights                      war crimes</p>	<p>Critique the 1948 U.N. Declaration of Human Rights as a response to the atrocities of the Second World War (DOK 3)</p>	<p>6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.</p>

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
<p>Includes but not limited to...</p> <ul style="list-style-type: none"> <li>genocide</li> <li>war crimes</li> </ul> <p>Includes but not limited to...</p> <ul style="list-style-type: none"> <li>crimes against humanity</li> <li>humanitarian law</li> </ul>	<p>Investigate legal proceedings in the areas of war crimes and crimes against humanity (DOK 3)</p>	<p>6.2.12.D.5.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p>
<p>Includes but not limited to...</p> <ul style="list-style-type: none"> <li>hard power</li> <li>soft power</li> </ul>	<p>Compare and contrast various nation's responses to issues in international law (DOK 2)</p>	<p>6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p>

**INTERNATIONAL LAW & HUMAN RIGHTS****DURATION:****UNIT 2: DESIGN AND PRACTICE: IMPLEMENTING SOLUTIONS TO INTERNATIONAL HUMAN RIGHTS CHALLENGES****8-9 WEEKS****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will design informed legal arguments that seek to address modern challenges in international law and human rights.

**UNIT LEARNING SCALE**

4	In addition to score 3 performances, the student can: <ul style="list-style-type: none"> <li>• apply learned concepts to critique various legal arguments and statutes in the arena of international law;</li> <li>• connect learned concepts and principles to varied legal challenges across place and time;</li> <li>• prove the validity of their position by connecting their case study to challenges in international law not covered in class discussion or lessons.</li> </ul>
3	The student can: <ul style="list-style-type: none"> <li>• develop logical, analytical arguments that demonstrate proficient understanding of a modern international legal issue;</li> <li>• analyze the historic factors that helped shape the modern contours of an international law issue.</li> </ul>
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
CEU1: International law is rooted in historical developments and global legal precedent.	CEQ1: How do historical trends and legal precedent inform modern trends in international law?
CEU2: Legal responses to human rights challenges vary across history and societies.	CEQ2a: What influences the legal responses to human rights challenges across history and societies? CEQ2b: How does cultural perspective influence interpretation of law?

## COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 CEU 1, 2 CEQ1, 2a-b 6.2.12.A.5.e RH.11-12.9 WHST.11-12.1, 7 DOK 4	<p>Students will create, design, and present a unique argument that addresses a major issue in modern international law. Topics will vary and can include, but are not limited to crimes against humanity, war crimes, ICJ, UN Charter, etc.</p> <p>Students will be expected to:</p> <ul style="list-style-type: none"><li>● research a subject in international law that has modern relevance;</li><li>● create a briefing that lays out the issue's origins, history, and status in the modern world;</li><li>● design and present an argument before one's peers to convince them of the merits of their viewpoint;</li><li>● engage in roundtable debates.</li></ul> <p>This should be a long-term, culminating activity for the course, bringing together several of the courses' key concepts, goals, understandings, and objectives.</p>

**TARGETED UNIT STANDARDS**

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
conventions customs hard power human rights international law natural rights relativism soft power treaties	Create, write, design, and present a unique argument that addresses a major issue in modern international law (DOK 4)	WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i> .
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
relativism treaties	Draw evidence from informational text to support analysis, research, and reflection (DOK 2)  Compare and contrast trends amongst various student’s case studies, taking into consideration sources and the factors that motivate governments and regional organizations (DOK 3)	RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
rule of law territorial principles	Synthesize multiple sources on a subject (DOK 4)  Investigate the origins of particular issues in international law and human rights (DOK 3)  Identify patterns across societies in their responses to modern issues in international law (DOK 3)	WHST.11-12.7 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.
genocide ICJ U.N. Charter U.N. Declaration of Human Rights	Create tables, graphs, and charts depicting the goals of the U.N. Declaration of Human Rights’ in 1948 (DOK 2)  Critique their effectiveness from the perspective of contemporary international law (DOK 4)	6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.