

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**GLOBAL STUDIES MAGNET PROGRAM**

# **HONORS INTERNATIONAL RELATIONS & DIPLOMACY**

Grade Level: 9

Credits: 2.5

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 31, 2015**

[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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## **Supervisor**

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## INTERNATIONAL RELATIONS & DIPLOMACY

### COURSE PHILOSOPHY

The *Global Studies Learning Center*, one of the specialized magnet programs, is an accelerated, four-year program that challenges students to think globally and expand their understanding of the modern world. *International Relations and Diplomacy* provides students with an understanding of the geopolitical makeup of the modern world and the various interactions between governments, political organizations, and non-state actors. In addition, the course provides students with the intellectual tools to propose unique, non-conventional solutions to the myriad challenges that plague relations between societies. The course structure affords the flexibility to use a variety of rapidly-evolving political developments in the modern world to address the overarching philosophical tenets that, together, comprise *International Relations and Diplomacy*.

### COURSE DESCRIPTION

*International Relations and Diplomacy*, part of the *Global Studies Learning Center* program at Freehold Township High School, is a course designed to challenge students to analyze global competition, conflict, trade, and cooperation from an informed and insightful perspective. Students will analyze the origins and resiliency of political order in general, before applying that knowledge to understand the complex nature of relations between states, non-governmental organizations, and other political entities. The course covers areas of study ranging from the origins of Western liberal democracies, Marxist regimes, and the ancient city-states of Mesopotamia to the diplomatic intricacies involved in modern international relations such as the Russian-Ukrainian conflict, the War on Terror, and China-US relations. *International Relations and Diplomacy* is an essential course in the larger curriculum of the *Global Studies Learning Center*. Students 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 analyze and evaluate complex geopolitical, social, and economic issues using learned understandings of governance, economics, and politics.

CG2: Students will generate solutions to international political disputes, military confrontations, and non-conventional conflicts using skills essential to the practice of international diplomacy.

CG3: Students will educate and inform the school community, as well as the community at large, regarding contemporary global events.

#### COURSE ENDURING UNDERSTANDINGS

CEU1: The political organization of the globe provides an essential framework for understanding international relations in the modern world.

CEU2: Contemporary international relations are the product of cause-and-effect relationships over time.

CEU3: Conflict resolution is a complex process involving negotiation, collaboration, and compromise.

CEU4: Peaceful international relationships and successful diplomacy are often contingent upon open communication, debate, and discussion.

#### COURSE ESSENTIAL QUESTIONS

CEQ1a: How do human beings organize themselves politically?

CEQ1b: Why does political order exist?

CEQ2: How does the past impact the present in regards to international relations and diplomacy?

CEQ3a: Is peace possible? If so, what makes it possible?

CEQ3b: What is the nature of political compromise?

CEQ4a: What is the essence of diplomacy?

CEQ4b: How does social awareness, community involvement, and education promote peace?

**UNIT GOALS & PACING**

UNIT TITLE	UNIT GOALS	RECOMMENDED DURATION
<a href="#">Unit 1: The Political Organization of the Globe</a>	Students will develop arguments that attempt to explain the origin and resilience of political order amongst human communities.	7 weeks
<a href="#">Unit 2: Conflict and Cooperation in the 21<sup>st</sup> Century</a>	Students will design solutions to international political disputes, military confrontations, and non-conventional conflicts using skills essential to the practice of international diplomacy.	10 weeks

**INTERNATIONAL RELATIONS & DIPLOMACY****UNIT 1: The Political Organization of the Globe****SUGGESTED DURATION: 7 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will develop arguments that attempt to explain the origin and resilience of political order amongst human communities.

**UNIT LEARNING SCALE**

4	In addition to score 3 performances, the student can apply conceptual frameworks presented in the unit to formulate unique theories about the nature of political order amongst various human communities not covered in class.
3	The student can: <ul style="list-style-type: none"> <li>• assess and compare the various ways in which human communities institute political order;</li> <li>• create unique and insightful discussion questions that further probe the nature of political order;</li> <li>• connect the various components that lead to the organization of political entities amongst human communities and formulate hypotheses that address the most important elements of political order.</li> </ul>
2	The student can complete all score 3 performances with minor mistakes and/or has begun to approach higher-order thinking skills in regards to the aforementioned guidelines, but, while making significant intellectual strides towards that goal, is still working their way through that process.
1	The student needs assistance in order to reach the goal of having a strong grasp of the nature of the history of political order amongst human communities.
0	Even with help, the student does not exhibit understanding of performances listed in score 3.

**ENDURING UNDERSTANDINGS****ESSENTIAL QUESTIONS**

EU1: Throughout history, human communities have embraced various forms of political order.

EQ1: Why have certain forms of governance and political order demonstrated resilience over time?

EU2: The persisting debate over whether human beings are naturally communal or individualistic is a critical consideration when analyzing the historical trajectory of political order amongst human communities.

EQ2: Are human beings naturally communal or individualistic?

EU3: The political organization of the globe provides an essential framework for understanding international relations in the modern world.

EQ3: How do the modern political boundaries of the globe affect peace, conflict, and diplomacy?

**NJCCCS & COMMON CORE STANDARDS****NJCCCS:**

6.1.12.A.2.a Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.

6.1.12.D.11.a Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.

6.1.12.D.11.e Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

6.1.12.A.15.e Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.

6.2.12.A.1.a Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.

6.2.12.B.1.a Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

6.2.12.A.2.b Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).

## NJCCCS & COMMON CORE STANDARDS

- 6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
- 6.2.12.A.3.b Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
- 6.2.12.B.3.a Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
- 6.2.12.C.3.a Analyze interrelationships among the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of land-holding.
- 6.2.12.C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
- 6.2.12.C.3.c Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
- 6.2.12.A.4.a Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.
- 6.2.12.B.4.a Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
- 6.2.12.C.5.b Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
- 6.2.12.C.5.f Assess the impact of the European Union on member nations and other nations.
- 6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
- 9-10.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 9-10.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

### **CCSS:**

- 9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 9-10.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- 9-10.RH.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 9-10.RH.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.
- 9-10.RH.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
- 9-10.WHST.1 Write arguments focused on discipline-specific content.
- 9-10.WHST.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
- 9-10.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG 1 EU 1, 2, 3 EQ 1, 2, 3 6.2.12.A.6.b 9-10.RH.6, 8, 9 9-10.WHST.1, 7, 8, 9 DOK 4	<p><b>Political Systems Case Studies:</b> Students will take part in a comprehensive study of one type of political system commonly used throughout the world. Student assessments will include, but not be limited to:</p> <ul style="list-style-type: none"> <li>• a brief paper demonstrating mastery of material;</li> <li>• a presentation to smaller groups into which the class will be divided throughout this assessment;</li> <li>• a comparative analysis with one other group in class.</li> </ul> <p>Students will be able to demonstrate mastery of the material from the entire unit in this process. The history of various political institutions and how they interact with one another is at the heart of this activity.</p>

**INTERNATIONAL RELATIONS & DIPLOMACY****UNIT 2: Conflict and Cooperation in the 21<sup>st</sup> Century****SUGGESTED DURATION: 10 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will design solutions to international political disputes, military confrontations, and non-conventional conflicts using skills essential to the practice of international diplomacy.

**UNIT LEARNING SCALE**

4	In addition to score 3 performances, the student can apply conceptual frameworks presented in the unit to formulate arguments about international political disputes, military confrontations, and non-conventional conflicts not discussed in class.
3	The student can: <ul style="list-style-type: none"> <li>• assess and compare the causes of international political disputes, military confrontations, and non-conventional conflicts;</li> <li>• formulate unique arguments that address potential solutions to international political disputes, military confrontations, and non-conventional conflicts;</li> <li>• create unique and insightful questions that further probe the nature of international political disputes, military confrontations, and non-conventional conflicts.</li> </ul>
2	The student can complete all score 3 performances with minor mistakes and/or has begun to approach higher-order thinking skills in regards to the aforementioned guidelines, but, while making significant intellectual strides towards that goal, is still working their way through that process.
1	The student needs assistance in order to reach the goal of having a strong grasp of the nature of conflict resolution across a wide-range of scenarios.
0	Even with help, the student does not exhibit understanding of performances listed in score 3.

**ENDURING UNDERSTANDINGS****ESSENTIAL QUESTIONS**

EU1: Modern international relations are contingent upon historical cause and effect relationships.

EQ1: How does history affect international relations in the modern world?

EU2: Communication and dialogue are essential to effective diplomacy.

EQ2: What is the language of diplomacy?

EU3: Conflict resolution is a complex process involving negotiation, collaboration, and compromise.

EQ3: How is conflict resolution achieved?

**NJCCCS & COMMON CORE STANDARDS****NJCCCS:**

6.1.12.A.15.c Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

6.1.12.D.15.a Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.

6.2.12.A.4.d Assess government responses to incidents of ethnic cleansing and genocide.

6.2.12.B.4.d Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.

6.2.12.D.4.c Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.

6.2.12.D.4.h Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.

6.2.12.A.5.b Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.

6.2.12.A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.

6.2.12.B.5.b Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.

6.2.12.B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.

## NJCCCS & COMMON CORE STANDARDS

- 6.2.12.C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy.
- 6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
- 6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
- 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.
- 6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- 6.2.12.C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities
- 6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

### **CCSS:**

- 9-10.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 9-10.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- 9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 9-10.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- 9-10.RH.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 9-10.RH.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.
- 9-10.RH.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
- 9-10.WHST.1 Write arguments focused on discipline-specific content.
- 9-10.WHST.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
- 9-10.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG 1 EU 1, 2, 3 EQ 1, 2, 3 6.1.12.A.15.c 6.2.12.A.6.a, b, c, d 6.3.12.D.2 9-10.RH.1, 6, 8, 9 9-10.WHST.1, 7, 8, 9 DOK 4	<p><b>Peace Plan:</b> The culminating activity of this unit is a comprehensive peace plan that provides unique solutions to an international political dispute, military confrontation, or non-conventional conflict. All options will be based on real-world scenarios discussed in class. Students will present their peace plans in the following ways:</p> <p>Paper: The peace plan is, essentially, a written document that students will produce in groups. The plan includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>• a brief introduction;</li> <li>• an historical overview of the conflict;</li> <li>• the peace proposal itself;</li> <li>• a conclusion that seeks to draw broader inferences about the nature of conflict itself;</li> <li>• an extensive works cited and bibliography.</li> </ul> <p>Presentation: All groups will provide a detailed oral defense and visual presentation of their findings.</p> <p>Negotiations: All groups will be divided into the various competing parties involved in the conflict they have chosen to study. All groups will be expected to produce a viable peace plan while, at the same time, best representing the interests of their particular party. Thus, student's grades will be based on the final peace plan as well as how effectively they were able to get their parties demands recognized in that process.</p>