



Greenwich Public Schools Curriculum Overview

International Relations

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.

Course Description

This course reflects a study of international current events. Explorations branch off the three concepts: Democratization, Development and Interconnectedness. Combining elements of the social sciences and history, the course investigates how people deal with the wide range of issues that span regions around the world.

The outlook of this course corresponds to high student interest due to its active investigation of what is presently in the news and international interactions. As such, the course content may be adapted to respond to current events and ever-changing policy. While specific case studies may be adjusted to fit any developments in global affairs, one required case study and one assured experience will be administered for each of the five units.

Unit Pacing Guide

- Unit I: Methodology and Media Literacy (approx. 2 Weeks)
- Unit II: Sovereignty (approx. 3 Weeks)
- Unit III: Structures and Institutions (approx. 3 Weeks)
- Unit IV: Conflict Resolution and Policy-Making (approx. 3 Weeks)
- Unit V: International Law (approx. 3 Weeks)

Enduring Understandings for the Course

- Multiple values and concepts underscore the complex nature of international relations and the understanding of global issues. Based on historical contexts, various strategies have evolved and are utilized to create resolutions to address global challenges. Every individual from local to international levels is a stakeholder in global issues and their respective resolutions.

Enduring Understandings By Unit

- **Unit I: Methodology and Media Literacy**
 - a. Students will discern how challenges to democratization, development, and interconnectedness create issues in the context of international relations in the contemporary world.
 - b. Students will analyze media sources in order to identify bias, produce research, and evaluate findings about various contemporary global issues.
 - c. Students will understand that in order to resolve contemporary issues, a global citizen must take into account the historical, political, economic, and social dynamics of the topic being studied.
- **Unit II: Sovereignty**
 - a. Students will understand the nature of sovereignty and how power struggles interfere with democratization and interconnectedness.
 - b. Students will analyze the role and impact of significant historical and political events in shaping the conflict in Israel and the Arab world.
 - c. Students will recognize the impact of past and current peace talks to see how the global citizen can use mediation to resolve conflict.
- **Unit III: Systems and Institutions**
 - a. Students will judge the strengths and weaknesses associated with all types of systems and institutions in influencing development and interconnectedness.
 - b. Students will evaluate how hierarchy provides structure and roles for people and organizations.
 - c. Students will recognize the relationship between the forces of nature and the forces of human action.
 - d. Students will analyze the role of the global citizen in responding to crisis and emergency.
- **Unit IV: Conflict Resolution**
 - a. Students will understand the process by which concrete resolutions are formed to address specific global development problems.
 - b. Students will analyze the decision-making policies made by governments, various agencies, and the global citizen to diffuse conflicts.
 - c. Students will recognize the consequences of decisions made in our interconnected world regarding the use and protection of vital natural resources.
- **Unit V: International Law**
 - a. Students will understand the need for rules that apply to all sovereign nations.
 - b. Students will identify the guidelines of international humanitarian law.
 - c. Students will analyze how significant historical, economic, and political events cause wars and genocide.
 - d. Students will use their knowledge of global citizenship to take a position on how the international community should respond to humanitarian crises caused by wars.

Standards

Connecticut Core Standards

Adopted in 2010 | English Language Arts Standards, History/Social Studies, Grade 11-12 at <http://www.corestandards.org/ELA-Literacy/RH/11-12/>

Connecticut Social Studies Frameworks

Adopted in February 2015 | Pages 101 through 131 at <https://portal.ct.gov/-/media/SDE/Social-Studies/ssframeworks.pdf>

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

- INQ 9–12.1 Explain how a question reflects an enduring issue in the field.
- INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
- INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

(See below, beginning with “Civic and Political Institutions”)

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

- INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.
- INQ 9–12.8 Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

- INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

- INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)
- INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.
- INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.
- INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

(applicable DIMENSION 2 main concepts are listed below)

Civics and Government: Civics

Civic and Political Institutions

- CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
- CIV 9–12.5 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
- CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

- CIV 9–12.7 Apply civic virtues and democratic principles when working with others.
- CIV 9–12.8 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.
- CIV 9–12.9 Use appropriate deliberative processes in multiple settings.
- CIV 9–12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Processes, Rules, and Laws

- CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
- CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
- CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Perspectives

- HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people's perspectives.

Modern World History: History

Change, Continuity, and Context

- HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- HIST 9–12.2 Analyze change and continuity in historical eras.
- HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

Perspectives

- HIST 9–12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- HIST 9–12.5 Analyze how historical contexts shaped and continue to shape people's perspectives.

Causation and Argumentation

- HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.
- HIST 9–12.15 Distinguish between long-term causes and triggering events in developing a historical argument.
- HIST 9–12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
- HIST 9–12.17 Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

Global Interconnections: Changing Spatial Patterns

- GEO 9–12.6 Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
- GEO 9–12.8 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

Greenwich Public Schools Vision of the Graduate

- Pose and pursue substantive questions
 - Students will develop and explore their own research question during a variety of research assignments including development of the Capstone project, 9th grade assured research, and Grade 10 research paper.
- Critically interpret, evaluate, and synthesize information
 - Students will critically interpret, evaluate and synthesize information by analyzing a variety of primary and secondary sources and by conducting historical research. This source evaluation and research will allow students to gain a variety of historical perspectives.
- Explore, define, and solve complex problems
 - Students will apply historical knowledge to critically analyze current problems and issues. High school elective courses will allow for an in-depth study of many complex modern issues.
- Communicate effectively for a given purpose
 - Students will be evaluated on their ability to communicate effectively through a variety of methods. Through persuasive writing assignments, class discussions and presentations, students will continue to develop and improve their communication skills.
- Advocate for ideas, causes and actions
 - Students will evaluate past advocacy successes and failures and determine when others have chosen to fight for causes and taken action. Case studies in Law in America, for example, will be used to evaluate advocacy successes and failures.
- Generate innovative, creative ideas and products
 - Students will demonstrate their mastery of curriculum objectives with innovative projects. Students will explore answers to essential questions through creative and varied assignments with research structured by the use of GPS research process.
- Collaborate with others to produce a unified work and/or heightened understanding
 - Students will learn to collaborate with one another while working in structured groups in a variety of cooperative learning activities in order to create a final product.
- Contribute to community through dialogue, service, and/or leadership
 - Through the study of different world leaders and political systems, students gain the skills they need to evaluate qualities of an effective leader. Through student council, community service requirements and other school organizations and responsibilities students will contribute to the community.
- Conduct themselves in an ethical and responsible manner
 - Historical situations will be analyzed so students gain perspective and information in order to conduct themselves in a responsible manner.
- Recognize and respect other cultural contexts and points of view
 - Through the teaching of cultures from around the world students will recognize and respect other cultural contexts and points of view. By developing an

understanding and empathy for others, students will appreciate differences and similarities between themselves and others.

- Pursue their unique interests, passions and curiosities
 - Students will have choice in many assignments and will be able to pursue their interests culminating in the Capstone project.
- Respond to failures and successes with reflection and resilience
 - Students will reflect on their writing and group work, in order to analyze what they did well and where they can improve. Frequent and constructive feedback by teachers and peers will be used to ensure continuous reflection and refinement.
- Be responsible for their own mental and physical health
 - Social studies classes will help students develop study skills, and reduce stress through organization and planning.

Assessments / Resources

Assessments

- Unit 1 Assured Experience
 - Students research and build a curated catalog of current international news articles that highlights one particular global region. Students regularly update these records throughout the course by selecting articles and writing up summaries and analyses to keep up with international current events. Students apply media literacy skills to evaluate sources for authors' differing points of view, including purpose, claims, reasoning, and evidence.
- Unit 2 Assured Experience
 - Students work on an assigned role to determine their wants and needs regarding the situation in Israel and Palestine. Participants debate positions and attempt to draft a resolution on one topic of contention. Roles and background guides can be updated as needed. Determine the extent to which various stakeholders work towards a common goal for peaceful resolutions.
 - http://www.usip.org/sites/default/files/israeli_conflict.pdf
- Unit 3 Assured Experience
 - Students will proceed through the multi-step process of conducting research with a wide-range of primary, secondary, and tertiary sources to investigate issues related to local, national, regional, and international communities' response to a natural disaster. Evaluate the ways a global citizen can respond ethically and effectively to international crises and emergencies.
- Unit 4 Assured Experience
 - Students draft a written resolution regarding a global problem involving food and/or water. Individuals or groups consider multiple perspectives to distinguish an appropriate audience and tone for the document. See below for sample UN Resolution writing guidelines. Evaluate the ways that various organizations and institutions express policy in response to crisis or emergency.
 - <http://www.unausa.org/global-classrooms-model-un/how-to-participate/model-un-preparation/resolutions>

Unit 5 Assured Experiences

- Students create a global awareness campaign for prevention of future genocide or move toward reconciliation from a past genocide. Students construct a memorial for those killed during a genocide.
- Students conduct a mock trial of a war criminal from the 20th-21st centuries. Arguments for the prosecution and defense are presented in written and oral statements. Determine the effectiveness of the arguments made for the prosecution and defense to render a verdict.
- Honors Option Project
 - The Honors Option presents students with the opportunity to earn a weighted grade in an elective class. This option is appropriate for highly motivated, resourceful, and independent students, preferably with prior successful experience in honors-level classes. If interested, students must have an advisory meeting with your counselor. The Honors Option requires:
 - Having work in this course evaluated according to honors-level standards.
 - Completing two (2) self-guided honors-level projects during the semester (one per quarter).
 - Demonstrating critical understanding through occasional supplemental reading and writing assignments.
 - Taking differentiated assessments, including the final exam.

Resources

- World Islamic Front Statement
 - Osama bin Laden issued a call for attacks on all Americans and announced the creation of the International Islamic Front for Jihad Against the Jews and Crusaders - February 23, 1998
 - English Version: <https://www.fas.org/irp/world/para/docs/980223-fatwa.htm>
- Balfour Declaration
 - http://avalon.law.yale.edu/20th_century/balfour.asp
- Japanese Prime Minister Naoto Kan addressed the nation with public statements immediately following the impact of the earthquake, tsunami, and the leak at the Fukushima Daiichi nuclear power facility.
 - http://japan.kantei.go.jp/kan/statement/201103/13message_e.html
- UN Resolution 64/292
 - http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/64/292
- Selections from the Geneva Conventions of 1949
<https://www.icrc.org/en/doc/assets/files/publications/icrc-002-0173.pdf>
- Convention on the Prevention and Punishment of the Crime of Genocide, Adopted by Resolution 260 (III) A of the UN General Assembly 9 December 1948
 - <https://treaties.un.org/doc/Publication/UNTS/Volume%2078/volume-78-I-1021-English.pdf>