

Course of Study:
International Relations
(Grades 10-12)



Course of Study - Social Studies 2022-2023

INTERNATIONAL RELATIONS- Grades 10-12

Topics & Content Statements come from the Ohio Department of Education Contemporary World Issue Standards.

Theme: The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include: competing beliefs and goals; methods of engagement; and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. Students can impact global issues through service learning and senior projects.

TOPIC: GLOBAL CONNECTIONS The 21st century is characterized by changing circumstances as new economies emerge and new technologies change the way people interact. Issues related to health, economics, security and the environment are universal.

<p>Content Statement 1: Trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century.</p>	<p>How Taught? Direct instruction, textbook reading, project based instruction, and class discussion -Focus on Non-State Actors: Intergovernmental Organizations (IGO's) & Non- Governmental Organizations (NGO's) and how these groups increase the interconnectedness of nations and their citizens -Students will learn about the goals of the following organizations: <u>IGO's:</u> UN (United Nations), NATO (North American Free Trade Agreement), WTO (World Trade Organization), OPEC (Organization of Petroleum Producing Countries); EU (European Union), USMCA (US-Mexico-Canada Agreement), IMF (International Monetary Fund), World Bank <u>NGO's:</u> MNC (Multinational Corporations), Transnational Banks, & aid groups such as MSF (Doctors Without Borders) & the International Red Cross,</p>
<p>Materials: Websites for IGO's and NGO's CIA World Factbook Textbook</p>	<p>How Assessed? Non-State Actors projects and presentations Direct Instruction</p> <p>How Re-Taught? *teacher directed instruction</p>

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<p>Content Statement 2: Advances in communications technology have profound effects on the ability of governments, interest groups, individuals and the media to share information across national and cultural borders.</p>	<p>How Taught? Direct instruction, small group instruction, project-based learning -Explore the Cuban Missile Crisis and the evolution of communication channels throughout the crisis -Levels of Analysis assignment Look at a current world conflict (ex: Ukraine and Russia) from the individual, state, global level; use credentialed news sources -Current Event assignment: student selected news article & student led discussion -Media analysis-how news vary from multiple sources</p>
<p>Materials: -The Cuban Missile Crisis: At The Brink (PBS documentary) -Textbook -Levels of Analysis assignment</p>	<p>How Assessed? Direct instruction, current event assignment rubric, levels of analysis responses, video worksheet, and class discussion</p> <p>How Re-Taught? *teacher directed instruction</p>

TOPIC: CIVIC PARTICIPATION AND SKILLS Individuals and groups have the capacity to engage with others to impact global issues.

<p>CONTENT STATEMENTS 3: Individuals can evaluate media messages that are constructed using particular tools, characteristics and conventions for unique purposes. Different communication methods affect how people define and act on issues.</p>	<p>How Taught? Direct instruction, levels of analysis assignment, video worksheet, and class discussion</p>
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<p>Materials: -Textbook -Levels of Analysis assignment -Look at a current world conflict (ex: Ukraine and Russia) from the individual, state, global level; use credentialed news sources -Case Study: Al Qaeda Students will look at a news article about Al Qaeda, an interview with Osama bin Laden, video footage of bin Laden, and an SNL skit about Al Qaeda to compare how the message is delivered in different formats.</p>	<p>How Assessed? Direct instruction, levels of analysis responses, summative exam, video worksheet, and class discussion</p>
	<p>How Re-Taught? *teacher directed instruction</p>

TOPIC: CIVIC PARTICIPATION AND SKILLS Individuals and groups have the capacity to engage with others to impact global issues.

<p>CONTENT STATEMENTS 4: Individuals can assess how effective communicators address diverse audiences.</p>	<p>How Taught? Direct instruction,, video worksheet, and class discussion</p> <p>Case Study: North Korea -Inside North Korea (National Geographic) -How are the actions of the Tilganga Institute of Ophthalmology (NGO), Kim Jong Un, and National Geographic interpreted by North Koreans, a North Korean defector, and students?</p>
<p>Materials: Case Study: North Korea -Inside North Korea (National Geographic)</p>	<p>How Assessed? Video worksheet, summative exam, class discussion</p> <p>How Re-Taught? *teacher directed instruction</p>

TOPIC: CIVIC PARTICIPATION AND SKILLS Individuals and groups have the capacity to engage with others to impact global issues.

<p>CONTENT STATEMENTS 5: Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues.</p>	<p>How Taught? Focus: how do non-state actors influence foreign policy -class discussion</p>
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	-textbook reading -Non-state actors project and presentation
Materials: Textbook (focus on NGO's) Current events assignment	How Assessed? Non-state actors project rubric Class discussion Summative assessment
	How Re-Taught? *teacher directed instruction

TOPIC: CIVIC PARTICIPATION AND SKILLS Individuals and groups have the capacity to engage with others to impact global issues.

CONTENT STATEMENTS 6: Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken.	How Taught? Direction instruction, video worksheet, and class discussion FOCUS: -How are the actions of the Tilganga Institute of Ophthalmology (NGO) aiding the blind, but also propping the dictatorship of Kim Jong Un?, -How do aid organizations help the most vulnerable, especially in the Global South? How do aid organizations work against long term reforms?
Materials: -Inside North Korea (National Geographic) -Website- msf.org (Doctors Without Borders/Médecins Sans Frontières)	How Assessed? Class discussion, video worksheet
	How Re-Taught? *teacher directed instruction

TOPIC: CIVIC PARTICIPATION AND SKILLS Individuals and groups have the capacity to engage with others to impact global issues.

CONTENT STATEMENTS 7: Individuals can participate through non-governmental organizations to help address humanitarian needs.	How Taught? Students will research a humanitarian-based NGO of their choice (requires teacher approval) -students will look at the goals of their group, challenges, actions taken, & the success of these actions
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	<p>-students will share their findings with the class in presentation form</p> <p>Some Non-State actor projects topics will overlap with this standard</p>
<p>Materials: Websites of humanitarian-based NGO's Non-State Actor project</p>	<p>How Assessed? -Presentation rubric -Summative assessment</p>
	<p>How Re-Taught? *teacher directed instruction</p>

TOPIC: CIVIL AND HUMAN RIGHTS There are challenges to civil rights and human rights throughout the world. Politics, economics and culture can all influence perceptions of civil and human rights.

<p>CONTENT STATEMENTS 8: Beliefs about civil and human rights vary among social and governmental systems.</p>	<p>How Taught? -Goals and Tools of Foreign Policy assignment and presentations -Direction instruction, video worksheet, and class discussion</p>
<p>Materials: Goals and Tools of Foreign Policy assignment-student research Case Study-Syrian Civil War -<i>Decade of death in Syria's Civil War</i> (ABC News)</p>	<p>How Assessed? Goals & Tools Project rubric Class discussion Video worksheet</p>
	<p>How Re-Taught? *teacher directed instruction</p>

TOPIC: There are challenges to civil rights and human rights throughout the world. Politics, economics and culture can all influence perceptions of civil and human rights.

<p>CONTENT STATEMENTS 9: Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups.</p>	<p>-How Taught? Direct instruction -Student presentations-Goals & Tools Project -Class discussion</p>
<p>Materials: -Goals and Tools of Foreign Policy assignment-student research -Textbook</p>	<p>How Assessed? -Goals and Tools project rubric -Summative assessment</p>

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	How Re-Taught? *teacher directed instruction
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TOPIC: There are challenges to civil rights and human rights throughout the world. Politics, economics and culture can all influence perceptions of civil and human rights.

CONTENT STATEMENTS 10: Modern instances of genocide and ethnic cleansing present individual, organizational and national issues related to the responsibilities of participants and non-participants.	How Taught? -Use of textbooks- charts and graphs related -War Project presentations -ABC News Special- "A Line in the Sand"
Materials War Project	How Assessed? -War Project Summative Assessment
	How Re-Taught? *teacher directed instruction

TOPIC: SUSTAINABILITY An increasingly global society is faced with the interdependency of ecological, social and economic systems. The functioning of these systems determines the sustainability of natural and human communities at local, regional, national and global levels.

CONTENT STATEMENTS 11: Decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences.	How Taught? Textbook Reading Class Discussion Video Worksheet
Materials *teacher directed instruction Textbook Nike Documentary-Behind the Swoosh	How Assessed? -Formative assessment
	How Re-Taught? *teacher directed instruction

TOPIC: SUSTAINABILITY An increasingly global society is faced with the interdependency of ecological, social and economic systems. The functioning of these systems determines the sustainability of natural and human communities at local, regional, national and global levels.

CONTENT STATEMENTS 12: Sustainability issues are interpreted and treated differently by people viewing them from various political, economic and cultural perspectives.	How Taught? -Textbook reading and discussion
Materials:	How Assessed?

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Textbook: Global North v Global South	Summative Assessment
	How Re-Taught? *teacher directed instruction

TOPIC: SUSTAINABILITY An increasingly global society is faced with the interdependency of ecological, social and economic systems. The functioning of these systems determines the sustainability of natural and human communities at local, regional, national and global levels.

CONTENT STATEMENTS 13: International associations and nongovernmental organizations offer means of collaboration to address sustainability issues on local, national and international levels	How Taught? -Textbook reading and discussion -Non-State Actors Project presentations
Materials: Textbook: Global North v Global South Non-State Actors project	How Assessed? -Summative Assessment -Non-State Actors Project presentations How Re-Taught? *teacher directed instruction

TOPIC: TECHNOLOGY Technological advances present issues related to costs, distribution of benefits, ethical considerations, and intended and unintended consequences.

CONTENT STATEMENTS 14: The development and use of technology influences economic, political, ethical and social issues.	How Taught? Woven throughout several topics Discussion War & Economic Project presentations Current Event: student-led discussion
Materials: Textbook War Project Economic Project Current Event Presentation	How Assessed? Summative Assessment How Re-Taught? *teacher directed instruction

TOPIC: TECHNOLOGY Technological advances present issues related to costs, distribution of benefits, ethical considerations, and intended and unintended consequences.

CONTENT STATEMENTS 15: Technologies inevitably involve trade-offs between costs and benefits. Decisions about the use of products and systems can result in intended and	How Taught? Woven throughout several topics Discussion
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unintended consequences	War & Economic Project presentations Current Event: student-led discussion
Materials: Textbook War Project Economic Project Current Event Presentation	How Assessed? Summative Assessment
	How Re-Taught? *teacher directed instruction

TOPIC: NATIONAL SECURITY AND INTERNATIONAL DIPLOMACY The political, economic and social goals of nations, international associations and nongovernmental organizations may be incompatible with each other and lead to conflicts.

CONTENT STATEMENTS 16: Nations seek to ensure the security of their geographic territories, political institutions, economic systems and ways of life. Maintaining security has political, social and economic costs.	How Taught? Woven throughout several topics Discussion War & Economic Project presentations Goals & Tools Presentation
Materials: Textbook War Project Goals & Tools Project Economics Project	How Assessed? Summative Assessment
	How Re-Taught? *teacher directed instruction

TOPIC: NATIONAL SECURITY AND INTERNATIONAL DIPLOMACY The political, economic and social goals of nations, international associations and nongovernmental organizations may be incompatible with each other and lead to conflicts.

CONTENT STATEMENTS 17: Economic, political and social differences between global entities can lead to conflict unless mitigated through diplomacy or cooperative efforts.	How Taught? Discussion and slide show Non-State Actor Presentation
Materials: Textbook: IGO/NGO's Non-State Actor project	How Assessed? Non-State Actor Presentation Summative Assessment
	How Re-Taught? *teacher directed instruction

TOPIC: NATIONAL SECURITY AND INTERNATIONAL DIPLOMACY The political, economic and social goals of nations, international associations and nongovernmental organizations may be incompatible with each other and lead to conflicts.

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<p>CONTENT STATEMENTS 18: Individuals and organizations work within, or outside of, established systems of power, authority and governance to influence their own security and the security of others.</p>	<p>How Taught? Discussion Non-State Actor presentation Formative & Summative Assessment</p>
<p>Materials: Textbook: IGO/NGO's Non-State Actor project Textbook: Terrorism CIA Factbook FBI Terrorism</p>	<p>How Assessed? Non-State Actor presentation Formative & Summative Assessment</p> <hr/> <p>How Re-Taught? *teacher directed instruction</p>

TOPIC: THE GLOBAL ECONOMY The global economy is an international marketplace fueled by competition, trade and integration.

<p>CONTENT STATEMENTS 19: The global economy creates advantages and disadvantages for different segments of the world's population.</p>	<p>How Taught? Discussion Economics Project Presentations</p>
<p>Materials: Textbook Economics Project</p>	<p>How Assessed? Summative Assessment Economics Project Presentations</p> <hr/> <p>How Re-Taught? *teacher directed instruction</p>

TOPIC: THE GLOBAL ECONOMY The global economy is an international marketplace fueled by competition, trade and integration.

<p>CONTENT STATEMENTS 20: Trade agreements, multinational organizations, embargoes and protectionism impact markets.</p>	<p>How Taught? Discussion Project Presentations</p>
<p>Materials: Textbook: NGO/IGO's; Global North and South Non-State Actor Project Global North and Global South project Economic Project</p>	<p>How Assessed? Project presentations Formative Assessment</p> <hr/> <p>How Re-Taught? *teacher directed instruction</p>

TOPIC: THE GLOBAL ECONOMY The global economy is an international marketplace fueled by competition, trade and integration.

<p>CONTENT STATEMENTS 21: The distribution of</p>	<p>How Taught?</p>
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<p>wealth and economic power among countries changes over time</p>	<p>Textbook reading and discussion Project Presentations</p>
<p>Materials: -Textbook:Global North and South, Deep-dive on effects of WW I and WW II -Non-State Actor Project -Global North and Global South project -Economic Project</p>	<p>How Assessed? Formative & Summative assessments Project Presentations</p>
	<p>How Re-Taught? *teacher directed instruction</p>

TOPIC: THE GLOBAL ECONOMY The global economy is an international marketplace fueled by competition, trade and integration.

<p>CONTENT STATEMENTS 22: The global economy creates interdependence so that economic circumstances in one country impact events in other countries.</p>	<p>How Taught? Textbook reading and discussion Project Presentations Video</p>
<p>Materials: -Textbook:Global North and South, Deep-dive on actions and impact of Cold War -Non-State Actor Project -Global North and Global South project -Economic Project -CNN:Cold War; Episode 1</p>	<p>How Assessed? Formative & Summative assessments Project Presentations</p>
	<p>How Re-Taught? *teacher directed instruction</p>