



ORGANIZING THEME/TOPIC

FOCUS STANDARDS & SKILLS

<p>UNIT 1: THE INTERNATIONAL SETTING</p> <p>Suggested Time Frame: Quarter 1/3</p>	<p>How has the relationship of nation-states changed since the end of the Cold War?</p> <ul style="list-style-type: none"> The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3) The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) <p>What theories of international relations best describe how nations currently relate to each other; why?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) <p>Is Globalization inevitable and it is a positive or negative development (and for whom)?</p> <ul style="list-style-type: none"> The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4) The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4) <p>How do nations (the US in particular) develop foreign policy and who are the main actors?</p> <ul style="list-style-type: none"> The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)
<p>UNIT 2: GLOBAL CONFLICT & MANAGEMENT</p> <p>Suggested Time Frame: Quarter 1/3</p>	<p>How has past history (i.e. Imperialism) influenced current global crises?</p> <ul style="list-style-type: none"> The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3) <p>How has Globalization affected conflict management?</p> <ul style="list-style-type: none"> The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3) <p>How do successes/failures of unilateralism v. multilateralism in conflict resolution compare?</p> <ul style="list-style-type: none"> The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3) The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)

	<p>To what extent have international organizations been effective in conflict resolution?</p> <ul style="list-style-type: none"> • The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4) • The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)
<p>UNIT 3: GLOBAL ISSUES</p> <p>Suggested Time Frame: Quarter 2/4</p>	<p>To what extent are international organizations responsible for addressing human rights violations throughout the world?</p> <ul style="list-style-type: none"> • The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4) <p>To what extent is conflict resolution between nations influenced by the threat of weapons of mass destruction?</p> <ul style="list-style-type: none"> • The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) • The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) <p>How does the presence of terrorist groups and acts of terrorism influence international relations?</p> <ul style="list-style-type: none"> • The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) • The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) • The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) <p>Why does development between countries vary? How does varying degrees of development influence international relations?</p> <ul style="list-style-type: none"> • The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) • The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) <p>How do multinational corporations influence international relations?</p> <ul style="list-style-type: none"> • The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) <p>To what extent do threats to environmental security and sustainability exist? How do such treats influence international relations?</p> <ul style="list-style-type: none"> • The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)