

# International Studies (H)

Content Area: **Social Studies**  
Course(s): **INTERNATIONAL STUDIES H (FALL), INTERNATIONAL STUDIES H (SPRING)**  
Time Period:  
Length: **S**  
Status: **Published**

## Cover

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**EAST BRUNSWICK PUBLIC SCHOOLS**

**East Brunswick New Jersey**

### **Superintendent of Schools**

Dr. Victor P. Valeski

### **Social Studies**

### **International Studies H (Model United Nations): Fall and Spring**

Course Number: 1075

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Course Adoption: 4/21/1986

Curriculum Adoption: 5/9/1991

Date of Last Revision Adoption: 9/1/2017

## **Course Overview**

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This course is an independent study program. Its participants must meet after school for no less than twice each week during the semester and must agree to prepare for, and attend Model United Nations simulation activities. Participants accept roles as delegates to various U.N. agencies. They represent assigned countries in the Third World. At after school meetings they discuss strategies; coordinate research with assigned partners; are tested on economic, political and geographic information on their assigned country, its region and its impact on international diplomacy. Model U.N. conferences are four day, three night total immersion/simulation activities (60 hours on task) which are sponsored by leading universities and by the United Nations.

## **Textbook and Materials**

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There is no textbook for this course. Instead, the instructor will use a series of websites to prepare students for simulation tryouts and Model U.N. competitions.

Book Resources:

Basic Facts About the United Nations,

United Nations, New York, 1987

Charter of the United Nations and Statute of the International Court of Justice,

United Nations

A Guide to Delegate Preparation,

United Nations Association of the U.S.A., New York, 1989

Bender, David, & Leone, Bruno, The Third World,

Greenhaven Press, San Diego, CA, 1989

Fennell, Desmond, Beyond Nationalism: The Struggle Against Provinciality in the Modern World,

Ward River Press, Dublin, Ireland, 1985

Levine, Herbert M., World Politics Debated, A Reader in Contemporary Issues,

McGraw-Hill, New York, 1986

Ungar, Sanford J., The People and Politics of an Emerging Continent,

Simon & Schuster, Inc., New York, 1989

## **Units of Study**

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Unit 1: History of Global Management: Failures & Successes

An overview of 20th century global management, implementation and outcomes.

Unit 2: U.N Parliamentary Process and Diplomatic Realities

An overview of parliamentary processes which are used by the United Nations and the types of debate formats used.

Unit 3: World Blocs: The “Have’s” and Have “Not’s”

A focus on how worldwide and regional affiliations may impact a country culturally and economically.

Unit 4: Focus on Selected Countries

Evaluate how individual nations may impact regional and global organizations.

Unit 5: Participation in U.N. Simulation

Using research and knowledge base on international issues to participate in a Model UN competition.

## **Standards**

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LA.RH.9-10.1

Accurately cite strong and thorough textual evidence, to support analysis of primary and

	secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RST.9-10.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.9-10.2	Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LA.WHST.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.9-10.2.F	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.WHST.9-10.7	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.
LA.WHST.9-10.8	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.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
SOC.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.
SOC.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.
SOC.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.
SOC.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.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.2.1	Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

## **Grading and Evaluation**

### GRADING PROCEDURES

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In terms of proficiency level, the East Brunswick grades equate to:

A Excellent Advanced Proficient

B Good Above Average Proficient

C Fair Proficient

D Poor Minimally proficient

F Failing Partially Proficient

Grading Procedures – International Studies

The final course proficiency grade will be the average of the two marking period grades (80%) and the department prepared final (20%) examinations aligned with NJCCCS/CPI and Grade 12 benchmarks.

Marking period grade will be based on the average of unit grades and any special cross-unit projects.

Unit assessments, delineated for each unit, will include such measures as:

Written and Performance Measures of proficiency objectives (coded to NJCCS/CPI's)

Records of oral participation in classroom discussions related to unit objectives

Records of achievement of lesson objectives (i.e. quizzes, relevant homework)

Research paper and Oral Defense assessment

## Other Information

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SCED: 04155 International Relations

International Relations courses provide students with an introduction to the relationships that exist among nations, including an examination of the modern state; the foreign policies of nations; the dynamics of nationalism, ideology, and culture; and the role of international organizations. The courses may also emphasize contemporary events.

#1075 – International Studies

Course #	School #	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
1075	050	A	11-12	2.50	210	E	04/21/1986