# Scope & Sequence

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| **Course Name:** Foreign Service and DiplomacyTSDS PEIMS Code: 13018900 | **Course Credit:** 1.0**Course Requirements:** Grade Placement: 10 – 12.**Prerequisites:** None. **Recommended Prerequisites:** Principles of Government and Public Administration or Principles of Law, Public Safety, Corrections, and Security.  |
| **Course Description:** Foreign Service and Diplomacy provides the opportunity for students to investigate the knowledge and skills necessary for careers in foreign service. The course includes law, history, media communication, and international relations associated with the diplomatic environment. |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. |
| **Total Number of Periods****Total Number of Minutes****Total Number of Hours** | 175 Periods7,875 Minutes131.25 Hours | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***(assumes 45-minute periods)Total minutes per unit | **TEKS Covered****130.205. (c) Knowledge and skills.** |
| **Unit 1: Professional Expectations and Employer Expectations** In this unit, students will discuss employer expectations, professional standards, and personal characteristics. Expectations include effective communication skills, workplace collaboration, ethical decision-making, and time-management skills. Students will be given multiple opportunities to review, develop, discuss, and demonstrate professional standards and employability skills in classroom activities/mock scenarios in this unit and throughout the course. In this introductory unit, students will develop their collaboration and communication skills as they explore and discuss relevant and useful time-management skills and strategies such as how to prioritize tasks, effective schedules, and ways to optimize efficiency.Choose a building block. | 15 Periods675 Minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:(A) communicate effectively with others using oral and written skills;(B) demonstrate collaboration skills through teamwork;(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations; and(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results. |
| **Unit 2: Representing the United States**In this unit, students will learn, develop, and integrate knowledge and presentation skills related to diplomacy and representing the United States, and apply their knowledge in mock scenarios/classroom activities with host-country officials, media personnel, and traveling officials. Students will demonstrate the ability to provide host-country officials with information on U.S. government and culture and demonstrate how to address and respond to media personnel on matters of U.S. policy raised in conjunction with visits of U.S. officials as well as in reaction to unexpected events. Students will use appropriate technology and/or assigned materials to analyze the effectiveness of foreign support programs and other efforts of U.S. economic, intelligence, and affiliate agencies. | 35 Periods1,575 Minutes  | (2) The student integrates knowledge and presentation skills related to diplomacy and representing the United States to host-country officials, media personnel, and traveling officials. The student is expected to:(A) demonstrate the ability to provide host-country officials with information on U.S. government and culture;(B) demonstrate an understanding of organizing exchange programs to familiarize future host-country decision makers with U.S. institutions, customs, and culture;(C) analyze the effectiveness of foreign support programs and other efforts of U.S. economic, intelligence, and affiliate agencies;(D) demonstrate how to address and respond to media personnel on matters of U.S. policy raised in conjunction with visits of U.S. officials; and(E) demonstrate how to address and respond to media personnel on matters of U.S. policy in reaction to unanticipated events. |
| **Unit 3: Foreign History, Law, Geography, and Natural Resources**Students will use appropriate technology and/or assigned materials to research and analyze the impact of American travelers and popular culture on a host country. Students will present their findings and discuss and describe responses of host-country personnel to U.S. programs and official visits as well as assess the impact of host-country responses to catastrophic events after doing appropriate and further research. | 50 Periods2,250 Minutes | (3) The student applies knowledge of foreign history, law, geography, and natural resources to recommend new or modified foreign service efforts. The student is expected to:(A) describe responses of host-country personnel to U.S. programs and official visits;(B) analyze and report the impact of American travelers and popular culture on a host country; and(C) assess the impact of host-country responses to catastrophic events. |
| **Unit 4: Foreign Service Administrative Management**Students will study the coordination of U.S. and host-country laws, regulations, and policies as they pertain to immigration laws, visas, and identification and documentation. Students will apply their knowledge of U.S. and host-country laws, regulations, policies, and procedures, apply identification and documentation procedures, and explain grounds for refusal of visas in mock situations/scenarios and/or other classroom activities. | 35 Periods1,575 Minutes | (4) The student applies U.S. and host-country laws, regulations, policies, and procedures to administrative management. The student is expected to:(A) apply U.S. immigration laws and regulations to determine eligibility of individuals;(B) explain grounds for refusal of visas;(C) research documents and databases related to U.S. and host-country laws, regulations, policies, or procedures; and(D) apply identification and documentation procedures. |
| **Unit 5: Managing Diplomatic Operations**Students will learn how to negotiate with host governments on a variety of issues, such as taxation and diplomatic status. Students will demonstrate their knowledge in simulations/scenarios and/or other classroom activities where they will model negotiations with a host government on reciprocity issues, taxation, diplomatic status, and other matters affecting welfare, security, and status of mission. As a course culminating activity, students will design a program that buys and sells goods and services for diplomatic operations, and demonstrate effective communication skills as they present their programs to the class. | 40 Periods1,800 Minutes  | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:(A) communicate effectively with others using oral and written skills. (5) The student applies knowledge of host-country laws, customs, and effective administrative practices to manage the conduct of diplomatic operations. The student is expected to:(A) model negotiations with a host government on reciprocity issues, taxation, diplomatic status, and other matters affecting welfare, security, and status of mission; and(B) design a program that buys and sells goods and services for diplomatic operations. |