

Course: *World History*
Unit 6: Contemporary Issues

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Curriculum Team Members : Curriculum Team Members: Brian Anderson banderson@lrhsd.org, Ron Jensen rjensen@lrhsd.org, Chris Lynn clynn@lrhsd.org, Bill Meaney, wmeaney@lrhsd.org

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - 6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
 - 6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
 - 6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
 - 6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
 - 6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy. •
 - 6.2.12.EconGE.6.b: Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
 - 6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.
 - 6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.
 - **21st Century Life & Career Standards**
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 - 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions,

- and patterns of behavior regarding money, saving, investing, and work across cultures.
- 9.1.12.EG.2: Explain why various forms of income are taxed differently.
 - 9.1.12.EG.3: Explain how individuals and businesses influence government policies.
 - 9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.
 - 9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
 - 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
 - 9.1.2.CAP.4: List the potential rewards and risks to starting a business.
 - 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
 - 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
 - 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
 - 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
 - 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
 - 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
 - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
 - 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
 - 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

■ **English Companion Standards**

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
 - 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.
 - RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
 - RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
 - NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
 - NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ***Interdisciplinary Content Standards***
 - 1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.
 - 1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.
- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction

shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to individually apply their knowledge of contemporary concerns in areas concerning environment, population shifts and economic competition in order to be responsible, concerned and active global citizens.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

1. Choose and analyze appropriate sources to gain content knowledge.
2. Apply acquired content to connect past and present day events.
3. Collaborate and interact with others in a diverse and ever-changing world.
4. Independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics.
5. Communicate effectively through written, oral, and visual means.

Enduring Understandings

Students will understand that . . .

EU 1

despite the Cold War ending, the world is still aligned through economic, military and cultural organizations. Membership to groups such as the EU, NATO, BRICKS, G7 (and many others) impact political and economic relationships.

(6,2.12.CivicsPI.6.a)

EU 2

the movement of people around the world continues at an unprecedented rate causing governments to deal with tension resulting from ethnic, religious, and nationalist differences. The rise of the Internet and social media, as well as a backlash to globalization (terrorism) play a role in this tension.

(6,2.12.CivicsHR.6.a, 6.2.12.EconGE.6.c, 6.2.12.HistoryCC.6.a)

Essential Questions

EU 1

- Why might alliances be beneficial?
- How do nations lead hundreds of countries in an era of globalization while also operating in their own best interest?
- How effective can a diplomatic global organization such as the United Nations be if many of its members have conflicting goals driven by stark differences in military, economic and cultural values?
- Is it acceptable for democracies to ally with countries that reject all or most of the rights valued in a democracy as means to achieve foreign policy goals?
(6,2.12.CivicsPI.6.a)

EU 2

- In what ways are mass migrations influenced by both internal and external factors?
- How do governments deal with an influx of refugees?
- How do occurrences in specific regions impact the global system?
- How do nation's guarantee the safety of their people against threats such as communism and terrorism

EU 3

global factors including economic development and increased population growth directly impact environmental sustainability. Government policies around the world continue to seek a proper balance. (6.2.12.GeoPP.6.a)

EU 4

numerous population concerns are currently impacting the world: increased growth, negative growth, forced urbanization, controversial government policies to control population, distribution of world's resources - to name a few. (6.2.12.CivicsHR.6.b)

without infringing on the civil liberties promised in a democratic system?

- To what level has religious fundamentalism impacted our world? (6.2.12.CivicsHR.6.a, 6.2.12.EconGE.6.c, 6.2.12.HistoryCC.6.a)

EU3

- How can environmental reforms be accomplished without ignoring the immediate economic needs of developing countries? (6.2.12.GeoPP.6.a)

EU4

- How do individuals and nations compete for limited resources?
- How are the opposing forces of globalism and nationalism impacting world events?
- To what extent are world organizations responsible for violations of human rights? (6.2.12.CivicsHR.6.b)

Knowledge

Students will know . . .

EU 1

- a popular trend in a globalized world is for nations to join an economic, military or cultural organization. (6.2.12.CivicsPI.6.a)

EU 2

Skills

Students will be able to . . .

EU 1

- classify world organizations as to military, economic or cultural. (6.2.12.CivicsPI.6.a)
- analyze the benefits and disadvantages of membership in a economic, military, or cultural alliance (6.2.12.CivicsPI.6.a)

- the largest migration of people in human history is currently taking place and this migration of people to different areas around the world has benefits and disadvantages. (6.2.12.CivicsHR.6.a, 6.2.12.EconGE.6.c, 6.2.12.HistoryCC.6.a)

EU 3

- the debate over environmental sustainability and economic development. (6.2.12.GeoPP.6.a)

EU 4

- that currently governments are dealing with diverse population concerns based on historical, cultural, and geographical factors, which includes: overpopulation and underpopulation, limited immigration to refugee crisis, changes in urban - rural areas. (6.2.12.CivicsHR.6.b)

EU 2

- read and interpret contemporary newspaper articles/social media posts on tensions associated with refugees ((6.2.12.CivicsPI.6.a)
- draw inferences from factual material (6.2.12.CivicsPI.6.a)
- analyze bias, audience, intent and audience of primary and secondary sources ((6.2.12.CivicsPI.6.a)
- develop media literacy and research skills through analyzing bias, audience and intent. (6.2.12.CivicsPI.6.a)

EU 3

- assess how some nations are coming up with clean energy alternatives (6.2.12.GeoPP.6.a)
- map regions that are currently facing environmental catastrophes (6.2.12.GeoPP.6.a)
- assess the impact of humans on the environment (6.2.12.GeoPP.6.a)

EU 4

- compare and contrast the governmental policies used to fight over and under population. (6.2.12.CivicsHR.6.b)
- explain how political decisions (i.e. Schengen Agreement in EU, Chinese one child policy) have had unintended consequences. (6.2.12.CivicsHR.6.b)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Create a map of irregular weather and climate patterns to comprehend changing climates across the world. (A) (EU 3, 4)
- Create a map showing mass migrations patterns on a specific continent (A) (EU 2)
- Students do research on population pyramids and make predictions based on demographics. (A,M EU 5)
- Students recreate a demographic transition model with a specific nation in mind. (A,M EU 4)
- Students will make a population forecast for 50 years from now. (A,M EU 4)
- Students create a graphic organizer that includes current economic, military and cultural alliances. (A,M EU 1,2,3)
- Watch and discuss interviews with current migrants to understand their rationales for trying to move to a new country. (M) (EU 2)
- **Students complete DBQ based on migration of specific individuals from various regions of the world. (A,M EU 1,3)**
- Create a chart comparing the pros and cons of joining an international trade block. (A, M) (EU 1)
- Analyze the current impact of Brexit to weight the short and long term benefits/drawbacks of leaving an international organization (M) (EU 1)
- Write a letter home from the perspective of an American college student studying abroad. (M) (EU 1, 2)
- Create a presentation on a nation a student feels that they could move to permanently. (M, T) (EU 2)

- Students choose a cartoon or song they think defines contemporary issues. Students needs to rework the lyrics or caption to fit a specific world region.(T EU 1,2,3,4)
- Students predict Olympic venues based on country populations. (T EU5)
- Students will read two articles comparing the largely female population of Hong Kong vs the largely male population of Dubai. Students will analyze the differences between the factors that caused the gender imbalance and create a political cartoon. (T EU 5)
- Students research a scientific innovation/discovery that has improved the standard of living in developing nations. This is then followed by a prediction of what the next great innovation to combat global poverty will be. (T EU 5)
- Students create an regional environmental poster based on poor environmental practices, write a report on alternatives to create a better future (i.e. mining, deforestation, etc) (T EU 3)
- Create a proposal for the United States to either increase or decrease the numbers of refugees the United States accepts. (M, T) (EU 4)

Pacing Guide

| Unit # | Title of Unit | Approximate # of teaching days |
|---------------|---|---------------------------------------|
| 0 | <i>Foundations of the Modern Age</i> | 15-20 |
| 1 | <i>The Emergence of the First Global Age</i> | 25-30 |
| 2 | Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700) | 25-30 |
| 3 | Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914) | 25-30 |
| 4 | Half-Century of Crisis and Achievement: The Era of the Great Wars | 30-35 |

| | | |
|---|--|-------|
| 5 | The 20th Century Since 1945: Challenges for the Modern World | 30-35 |
| 6 | Contemporary Issues | 40-45 |

Instructional Materials

- *“Heimler’s History” Youtube Video Series*
- *John Green’s Crash Course World History Series*
- *World History in Documents by Peter Stearns or a similar primary source book*
- *Textbook*
- *Primary source documents*
- *History Channel Documentaries*
- *DBQ’s*
- *World Maps*
- *Colored Pencils/Markers/Crayons*
- *“Seterra” map simulation games or “I like 2 learn”*
- *Gapminder.org - for population concerns*

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.