

# World History Unit 6: Contemporary Issues (2000-)

Content Area: **Social Studies**  
Course(s):  
Time Period: **MP4**  
Length: **1 marking period**  
Status: **Published**

## Targeted Standards

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

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|--------------------------|--|
| SOC.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.  |
| SOC.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.                  |
| SOC.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. |
| SOC.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.                 |
| SOC.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.                 |
| SOC.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.                                |
| SOC.6.2.12.EconGE.6.c    | Relate the rise of the Internet and social media to global economy.  |
| SOC.6.2.12.HistoryCC.6.a | Evaluate the impact of terrorist movements on governments, individuals and societies.  |

## Rationale

The study of contemporary issues plays a crucial role in fostering critical thinking, global awareness, and civic responsibility among students. This unit aims to explore significant global challenges and developments, enabling students to connect historical events with current global realities. By examining these issues through a historical lens, students will develop a deeper understanding of the interconnectedness of global societies and the implications of historical events on contemporary circumstances.

## Enduring Understandings

| Content Specific   | Skills Specific  |
|--|--|
| <ul style="list-style-type: none"><li>• Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.</li><li>• Governments around the world support</li></ul> | <ul style="list-style-type: none"><li>• Analyzing interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</li></ul> |

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| <p>universal human rights to varying degrees.</p> <ul style="list-style-type: none"> <li>• Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.</li> <li>• Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.</li> </ul> |  |
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## Essential Questions

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| Content Specific  | Skills Specific  |
|---|--|
| <ul style="list-style-type: none"> <li>• What is the most serious problem that the world faces today?</li> <li>• How do organizations protect human rights globally?</li> <li>• What steps are being taken to protect the environment at an international level?</li> <li>• Why do people migrate?</li> <li>• What are the benefits and drawbacks of a global economy?</li> </ul> | <ul style="list-style-type: none"> <li>• How can we use case studies to assess the effectiveness of organizations?</li> <li>• How do I find reliable evidence to support a claim?</li> </ul> |

## Key Resources

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This section houses the essential required resources for this unit.

HMH Module 30

[United Nations](#)

[UN Declaration of Human Rights](#)

[Anti-Defamation League: Human Rights](#)

[Human Rights Case Studies](#)

[Genocide Education Project](#)

[United States Holocaust Memorial Museum](#)

[UN Migration](#)

[NASA: Case Studies in Climate and Carbon](#)

[Paris Agreement](#)

## Supplementary Resources

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This section houses additional approved resources for this unit.

[Case study methods](#)

[Edutopia: teaching with case studies](#)

[PBS: understanding statistics and data in the news](#)

[Helsinki Accords](#)

[UN Women](#)

[Gender Equality Initiative](#)

[UN: Convention on the Rights of the Child](#)

[Pew Research Center: Global Migration](#)

[Largest Refugee Crises](#)

[UN: Refugee Crises](#)

[Population Growth](#)

[TED-Ed Lessons on Global Economics](#)

[National Geographic: Global Economy](#)

## Skills, Content, Activity, Assessment

| Skills   | Content   | Activity   | Assessment   |
|--|---|--|--|
| These are the essential <b>skills</b> taught. Look to the verbiage of the <b>standards</b> for the essential skills in the unit. → | What <b>content</b> is used to teach the skill? → | What <b>activities</b> are used to teach this content/skill? → | How do we <b>assess</b> this content/skill? Include benchmarks, formative assessments, and pretests. |

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| <p>Case study analysis</p> <p>Evaluate governmental and international responses to crises</p> <p>Research</p> <p>Debate</p> <p>Citing Evidence</p> | <ul style="list-style-type: none"> <li>• Human Rights</li> <li>• NGOs</li> <li>• Women's Rights</li> <li>• Children's Rights</li> <li>• Child Labor</li> <li>• Child Marriage</li> <li>• Political Dissent</li> <li>• Ethnic and Racial Conflict</li> <li>• Genocide</li> <li>• Religious Persecution</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Anti-Defamation League: Human Rights Illustrated</a></li> <li>• <a href="#">BBC: Human Rights Case Studies</a></li> <li>• Research Project/presentations</li> <li>• Mock summit on human rights</li> <li>• Case studies focused on women's rights globally</li> <li>• Case studies on NGOs and children's rights globally</li> <li>• Debate the importance of political dissent in promoting or hindering human rights</li> <li>• Case studies of modern examples of genocide and religious persecution</li> </ul> | <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Debate</li> <li>• Conferencing</li> </ul>                       |
| <p>Case study analysis</p> <p>Citing Evidence</p> <p>Data analysis</p>   | <p>Migration</p> <p>Refugees</p> <p>Population Growth</p>  | <ul style="list-style-type: none"> <li>• <a href="#">Migration case studies</a></li> <li>• Research and discuss <a href="#">refugee crises</a></li> <li>• Population Growth data analysis</li> </ul>  | <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Debate</li> <li>• Conferencing</li> </ul>                       |
| <p>Case study analysis</p> <p>Citing Evidence</p> <p>Data analysis</p> <p>Debate</p>   | <p>Environmental Sustainability</p> <p>Climate Change</p> <p>Paris Agreement</p>   | <ul style="list-style-type: none"> <li>• case study: <a href="#">carbon and climate</a></li> <li>• CSPAN: <a href="#">Paris Agreement Analysis and Discussion</a></li> <li>• Create an environmental</li> </ul>   | <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Debate</li> <li>• Conferencing</li> <li>• Discussion</li> </ul> |

|   |   | sustainability plan  |   |
|---|---|--|---|
| Case study analysis<br>Citing Evidence<br>Data analysis | Economic Development<br>Developed v Developing Nations<br>GDP<br>Global Economy<br>Recession<br>World Bank<br>International Monetary Fund<br>Free Trade | <ul style="list-style-type: none"> <li>Global economies case studies/country analysis</li> <li>analysis and evaluation of free trade agreements</li> <li>Globalization vs Isolation</li> </ul> | <ul style="list-style-type: none"> <li>Country analysis presentation</li> <li>Discussion</li> <li>Conferencing</li> </ul> |

### Spiraling for Mastery

| Content or Skill for this Unit   | Spiral Focus from Previous Unit  |
|--|--|
| <ul style="list-style-type: none"> <li>Human Rights</li> <li>Genocide</li> </ul> | <ul style="list-style-type: none"> <li>World Unit4: Holocaust</li> </ul> |
| Case study analysis<br>Citing Evidence   | World Unit 4   |

### Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

TECH.9.4.12.CI.1

Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

TECH.9.4.12.CT.2

Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12prof.CR3.a).

TECH.9.4.12.DC.3

Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

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|------------------|--|
| TECH.9.4.12.DC.8 | Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection. |
| TECH.9.4.12.TL.1 | Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).           |
| TECH.9.4.12.TL.3 | Analyze the effectiveness of the process and quality of collaborative environments.  |

## **Interdisciplinary Connections**

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How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

|                    |   |
|--------------------|---|
| ELA.L.KL.11–12.2.A | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.  |
| ELA.RI.CR.11–12.1  | Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.                        |
| ELA.RL.PP.11–12.5  | Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).   |
| ELA.RL.MF.11–12.6  | Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message). |