

09_ World History/Global Studies: Contemporary Issues and Current Events

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **15 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

World History/Global Studies is a required survey course with a major focus on the developments in world history from the Renaissance to the present. Both a chronological and thematic approach will be used to foster an understanding of the world today through the use of primary documents. Honors level students will be expected to have a high level of reading and writing proficiency and the recommendation of both their Social Studies and English teachers.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

According to the 2020 New Jersey Student Learning Standards – Social Studies 6.2 World History: Global Studies by the End of Grade 12:

Era 6. Contemporary Issues

- Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.

Enduring Understanding(s):

- Students will understand that technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.

Essential Question(s):

- How do natural resources play a role in globalization?
- Why does inequality exist?
- What are human rights?

- What are characteristics of a developing nation?
- How has technological innovation played a role in varying societies?
- What constitutes economic interdependence?
- Why do populations change?
- How has terrorism influenced different governments?

CONTENT AREA STANDARDS

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| SOC.6.2.6 | Contemporary Issues Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance. |
| 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. Governments around the world support universal human rights to varying degrees. |
| 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. Human and civil rights support the worth and dignity of the individual. |
| 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. Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. |
| 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. Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely. |
| 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. Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture. |
| SOC.6.2.12.EconGE.6.c | Relate the rise of the Internet and social media to global economy. Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. |
| SOC.6.2.12.HistoryCC.6.a | Evaluate the impact of terrorist movements on governments, individuals and societies. |

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

○ [DEI](#)

- Beginning in the 2021-2022 school year, each school district 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

○ [LGBTQ Inclusive Curriculum](#)

- Include instruction on the political, economic, and social contributions of persons with disabilities and LGBTQ people within middle and high school school curricula.

○ [Asian/Pacific Islander](#) (Social Studies)

- A board of education shall include instruction on the history any contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.

Key Ideas and Details

- LA.RH.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- LA.RH.11-12.2 Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.
- LA.RH.11-12.3 Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Research to Build and Present Knowledge

- LA.WHST.11-12.7 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.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- LA.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- LA.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CS.K-12.3 Recognizing and Defining Computational Problems

- CS.K-12.3.a Identify complex, interdisciplinary, real-world problems that can be solved computationally.

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| CS.K-12.3.b | Decompose complex real-world problems into manageable sub-problems that could integrate existing solutions or procedures. |
| CS.K-12.3.c | Evaluate whether it is appropriate and feasible to solve a problem computationally. |
| CS.K-12.7 | Communicating About Computing and Design |
| CS.K-12.7.a | Select, organize, and interpret large data sets from multiple sources to support a claim. |
| CS.K-12.7.b | Describe, justify, and document computational and/or design processes and solutions using appropriate terminology consistent with the intended audience and purpose. |
| CS.K-12.7.c | Articulate ideas responsibly by observing intellectual property rights and giving appropriate attribution. |
| TECH.K-12.P.1 | Act as a responsible and contributing community members and employee. |
| TECH.K-12.P.2 | Attend to financial well-being. |
| TECH.K-12.P.5 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| TECH.K-12.P.6 | Model integrity, ethical leadership and effective management. |
| TECH.K-12.P.8 | Use technology to enhance productivity increase collaboration and communicate effectively. |
| TECH.K-12.P.9 | Work productively in teams while using cultural/global competence. |

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand:

- Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.
- Governments around the world support universal human rights to varying degrees.
- Human and civil rights support the worth and dignity of the individual.
- Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
- Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.
- Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

Procedural Knowledge

Students will be able to:

- Use historic case studies or a current event.
- Assess the effectiveness of multinational organizations in attempting to solve global issues.
- Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- 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.
- Make evidence-based inferences.
- Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- Evaluate efforts of governmental, non-governmental, and international organizations.
- Address economic imbalances, social inequalities, climate change, health and/or illiteracy.
- Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
- Relate the rise of the Internet and social media to global economy.
- Evaluate the impact of terrorist movements on governments, individuals and societies.

EVIDENCE OF LEARNING

Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

Benchmark Assessments

Benchmark Assessment using Pear Assessment conducted three times per year - Standards based

Formative Assessments

For this unit, formative assessments can/will include:

- Students will read a primary sources from newspapers and journals.
- Self-paced Nearpod and/or EdPuzzle.
- Short writing assignments to check for understanding.
- A KWL regarding 9/11.

Alternative:

- Students will discuss current events within small and large groups and the teacher will use hand signals to check for understanding.
- Students will receive participation credit once they have reported full details of a current event to the class.
- Answering questions.

Summative Assessments

For this unit, summative assessments can/will include:

- Students will demonstrate their knowledge on a teacher generated test or quiz.
- Students will have to write at least one paragraph on an electronic forum per marking period to explain certain current events throughout the year. Students will also have to reply to another classmate's post on the forum.
- Write a reflection essay based off a documentary.
- Write a letters from the trenches follow the teacher generate criteria.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources Include:

Core:

- Ellis and Esler. World History. Pearson Education, Inc: New York, NY, 2016. Print.
- Documents in Western Civilization CD-ROM. Apprentice Hall. NJ.
- *Optional: Guns, Germs, and Steel* Chapters 4,12,13,14
- Digital History documents
- Newspapers, magazines, journals, internet, television, radio, primary and secondary sources.
- *The Secret History of 9/11* documentary
- [Little Ice Age: Big Chill \(2005\)](#)
- Online forum created by the teacher.
- <https://www.flocabulary.com/> - offers weekly current events via Week In Rap
- Classroom LMS

Supplemental:

- Everything Global
History: <https://www.youtube.com/playlist?list=PLCH8uxPXHDP AJtHZorCO4JUFaL-ycPPvy>
- Crash Course: <https://www.youtube.com/playlist?list=PLBDA2E52FB1EF80C9>

INTERDISCIPLINARY CONNECTIONS

English/Language Arts

- Information Writing
- Narrative Writing
- Speech/debate

Math

- Statistics

Science

- Environmental Literacy

Science & Health

- Sustainability
- Social Emotional Learning

Technology/Multimedia

- Video case studies
- Researching based writing

Career Readiness

- Use technology to enhance productivity.
- Employ valid and reliable research strategies.
- Work productively in teams while using cultural global competence.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.