

TOMS RIVER REGIONAL SCHOOL DISTRICT  
Unit Overview

**Content Area:** Social Studies

**Unit Title:** History of World Governments

**Target Course/Grade Level:** World Affairs

**Unit Summary:**

A History of Governments beginning at Greek Democracy and the Roman Republic and concluding with modern democracies.

**Primary interdisciplinary connections:**

English-document based assignments

**21<sup>st</sup> century themes:**

History of where ideas on government come from

History of Totalitarian regimes including Stalin Mao and Hitler

Learning Targets

**Standards:**

6.1 U.S. History: America in the World

6.2 World History

**Content statements:**

Original Source documents pertaining to theories on governments

Differences between Fascism and Communism

Comparison and contrast modern governments

**CPI:**

6.1.12.A.2.a	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
6.1.12.A.11.e.	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
6.2.12.A.6.b	Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
6.2.12.A.6.c	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.2.12.B.6.a	Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
6.2.12.C.6.b	Compare and contrast demographic trends in industrialized and

	developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
6.2.8.A.3.c	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
6.2.8.A.3.d	Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.

**Unit Essential Questions:**

What are the benefits and negatives of certain governments? How did governments evolve over time? What is the government's responsibility to its citizens? What is a citizen's responsibility to their government?

**Unit Enduring Understandings:**

Such knowledge and skills enable students to understand why certain government institutions exist. They will be able to explain why different countries need unique laws developed for their culture.

Such knowledge and skills enable students to make informed decisions as American and global citizens.

**Unit Learning Targets (Objectives):**

- All students will acquire the knowledge and skills to think analytically about how Governments evolved over time. All students will acquire the knowledge and skills to compare and contrast different governments around the world. Such knowledge and skills enable students to make more informed voting decisions regarding foreign policy decisions.

TOMS RIVER REGIONAL SCHOOL DISTRICT

Unit Overview

**Content Area:** Social Studies

**Unit Title:** American Government

**Target Course/Grade Level:** World Affairs

**Unit Summary:**

The Branches and Balance of powers within the American Government

**Primary interdisciplinary connections:**

English-document based assignments

**21<sup>st</sup> century themes:**

Significant Supreme Court Decisions

Legislative Battles

The evolving role of the President

Learning Targets

**Standards:**

6.1 U.S. History: America in the World

6.3 Active Citizenship in the 21st Century

**Content statements:**

Founding Documents and Ideas  
 Supreme Court Decisions  
 Local and State Governments  
 Concepts of nullification

**CPI:**

6.1.12.A.2.d	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
6.1.12.A.2.e	Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
6.1.12.A.2.b	Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world
6.1.12.A.2.c	Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time
6.3.12.A.1	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
6.3.12.C.1	Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.
6.3.12.D.1	Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.

**Unit Essential Questions:**  
 What are effective strategies for accessing the effectiveness of the United States government?  
 What is the proper role of each branch of government?

**Unit Enduring Understandings:**  
 Such knowledge and skills enable students to make informed decisions that reflect an understanding of the United States Government. They will understand key legislative battles and conflicts between political parties.

**Unit Learning Targets (Objectives):**

- All students will acquire the knowledge and skills to become informed and educated voters.
- All students will acquire the knowledge and skills to understand the different roles of Federal, State and Local Governments.
- All students will acquire knowledge and skills to see through political rhetoric and see through to the issues that affect their country state and town.

TOMS RIVER REGIONAL SCHOOL DISTRICT

Unit Overview

**Content Area:** Social Studies

**Unit Title:** Geography

**Target Course/Grade Level:** World Affairs

**Unit Summary:**

Geographical factors and the influence on World Affairs.

**Primary interdisciplinary connections:**

Environmental Science

Economics

**21<sup>st</sup> century themes:**

International Policies

Interconnected Global Society

Challenges for the Modern World

Learning Targets

**Standards:**

6.1 U.S. History: America in the World

6.2 World History/Global Studies

**Content statements:**

- The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.
- Scientific and technological changes have dramatically affected the economy, the nature of work, education and social interactions.
- International migration and scientific technological improvements in the second half of the 20<sup>th</sup> century resulted in an increasingly global economy and society that are challenged by limited natural resources.
- Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources off challenges and opportunities that transcend regional and national borders.

**CPI:**

6.1.12.B.15.a

Evaluate the effectiveness of the United States government's efforts to provide humanitarian

		assistance during international natural disasters and times of crises.
6.1.12.B.16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.	
6.2.12.B.5.e	Assess the role of boundary disputes and limited natural resources as sources of conflict.	
6.2.12.B.6.a	Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.	
<p><b>Unit Essential Questions:</b>          What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?</p> <p><b>Unit Enduring Understandings:</b>          Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities in the 21<sup>st</sup> century.          Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21<sup>st</sup> century.</p> <p><b>Unit Learning Targets (Objectives):</b></p> <ul style="list-style-type: none"> <li>• Relate current events to the physical and human characteristics of places and regions.</li> <li>• 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.</li> <li>• Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.</li> </ul>		

TOMS RIVER REGIONAL SCHOOL DISTRICT Unit Overview
<b>Content Area:</b> Social Studies
<b>Unit Title:</b> The UN and International Governing System
<b>Target Course/Grade Level:</b> World Affairs
<p><b>Unit Summary:</b>          The evolution of an international peacekeeping organization in the post WWII world.</p> <p><b>Primary interdisciplinary connections:</b>          English-document based assignments          Mathematics-statistics</p> <p><b>21<sup>st</sup> century themes:</b>          Technology Revolution</p>

Global responsibility	
Learning Targets	
<b>Standards:</b>	
6.1 U.S. History: America in the World	
6.2 World History/Global Studies	
6.3 Active Citizenship in the 21 <sup>st</sup> Century	
<b>Content statements:</b>	
Post-war United States	
Contemporary United States-International and Domestic Policies	
Interconnected Global Society	
Challenges for the Modern World	
Active Citizens in the 21 <sup>st</sup> Century	
<b>CPI:</b>	
6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
6.1.12.A.2.a	Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
6.1.12.A.2.b	Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
6.1.12.A.11.a	Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg- Briand Pact) in preventing international disputes.
6.1.12.A.11.b	Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
6.1.12.A.11.c	Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
6.1.12.A.11.d	Analyze the decision to use the atomic bomb and the consequences of doing so.
6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
6.1.12.B.7.a	Explain how global competition by nations for land and resources led to increased militarism.
6.1.12.B.15.a	Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
6.1.12.C.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.1.12.C.5.a	Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
6.1.12.C.11.a	Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.
6.1.12.C.11.b	Relate new wartime inventions to scientific and technological advancements in the civilian world.
6.1.12.D.11.a	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
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.
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.
6.1.12.D.15.b	Compare the perspectives of other nations and the United States regarding United States foreign policy.
6.1.12.D.15.c	Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
6.1.12.D.15.d	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
6.2.12.A.5.a	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).
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.
6.2.12.A.5.c	Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.
6.2.12.A.5.d	Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response

	to such events.
6.2.12.A.5.e	Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
6.2.12.A.6.b	Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
6.2.12.A.6.c	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.2.12.B.1.b	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
6.2.12.B.5.a	Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
6.2.12.B.5.b	Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
6.2.12.B.5.c	Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.
6.2.12.B.5.d	Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.
6.2.12.B.5.e	Assess the role of boundary disputes and limited natural resources as sources of conflict.
6.2.12.B.6.a	Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
6.2.12.C.1.a	Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
6.2.12.C.5.c	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
6.2.12.C.5.d	Determine the challenges faced by developing nations in their efforts to compete in a global economy.
6.2.12.C.5.e	Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.
6.2.12.C.5.f	Assess the impact of the European Union on member nations and

	other nations.
6.2.12.C.5.g	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
6.3.12.D.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

**Unit Essential Questions:**

What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to global conflict?

**Unit Enduring Understandings:**

Such knowledge and skills enable students to collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.

Such knowledge and skills enable students to *make informed* decisions as socially and ethically responsible world citizens in the 21<sup>st</sup> century.

**Unit Learning Targets (Objectives):**

- All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage.
- All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21<sup>st</sup> century.
- All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

TOMS RIVER REGIONAL SCHOOL DISTRICT  
Unit Overview

**Content Area:** Social Studies

**Unit Title:** Terrorism

**Target Course/Grade Level:** World Affairs

**Unit Summary:**

The evolution of terrorism in the 21<sup>st</sup> century.

**Primary interdisciplinary connections:**

English-document based assignments

Mathematics-statistics

**21<sup>st</sup> century themes:**

The rise and expansion of radical Islamic terrorists.

Learning Targets

**Standards:**

6.1 U.S. History: America in the World  
 6.2 World History/Global Studies  
 6.3 Active Citizenship in the 21st Century

**Content statements:**

Post-war United States  
 Contemporary United States-International and Domestic Policies  
 Interconnected Global Society  
 Challenges for the Modern World  
 Active Citizens in the 21<sup>st</sup> Century

6.1.12.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
6.1.12.A.6.c	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., <i>Plessy v. Ferguson</i> ) and state and local governmental policies.
6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
6.2.12.B.5.e	Assess the role of boundary disputes and limited natural resources as sources of conflict.
6.2.12.C.5.g	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
6.2.12.D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
6.2.12.D.5.d	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

**Unit Essential Questions:**

What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or

find a solution to global economics?

**Unit Enduring Understandings**

Such knowledge and skills enable students to participate as members of a highly competitive national and global economic system.

Such knowledge and skills enable students to *make informed* decisions as socially and ethically responsible world citizens in the 21<sup>st</sup> century.

**Unit Learning Targets (Objectives):**

- All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage.
- All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21<sup>st</sup> century.

TOMS RIVER REGIONAL SCHOOL DISTRICT  
Unit Overview

**Content Area:** Social Studies

**Unit Title:** Global Financial System

**Target Course/Grade Level:** World Affairs

**Unit Summary:**

The evolution of world trade and global competition in the 21<sup>st</sup> century.

**Primary interdisciplinary connections:**

English-document based assignments

Mathematics-statistics

**21<sup>st</sup> century themes:**

Modern Economic Theory

Technology Revolution

Global Trade, Workforce & Competition

Rising National Debt

Learning Targets

**Standards:**

6.1 U.S. History: America in the World

6.2 World History/Global Studies

**Content statements:**

Post-war United States

Contemporary United States-International and Domestic Policies

Interconnected Global Society

Challenges for the Modern World

Active Citizens in the 21<sup>st</sup> Century

**CPI:**

6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
6.1.12.A.16.b	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
6.1.12.A.16.c	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
6.1.12.B.16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.
6.1.12.C.16.a	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
6.1.12.C.16.b	Predict the impact of technology on the global workforce and on entrepreneurship.
6.1.12.C.16.c	Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
6.1.12.D.16.a	Analyze the impact of American culture on other world cultures from multiple perspectives.
6.1.12.D.16.b	Explain how and why technology is transforming access to education and educational practices worldwide.
6.1.12.D.16.c	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
6.2.12.C.6.b	Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
6.2.12.C.6.c	Assess the role of the government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

***Unit Essential Questions:***

What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to global economics?

***Unit Enduring Understandings:***

- Such knowledge and skills enable students to participate as members of highly competitive national and global economic systems.
- Such knowledge and skills enable students to *make informed* decisions as socially and ethically responsible world citizens in the 21<sup>st</sup> century.

***Unit Learning Targets (Objectives):***

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage.

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

TOMS RIVER REGIONAL SCHOOL DISTRICT  
Unit Overview

**Content Area:** Social Studies

**Unit Title:** Mass Media in the World Today

**Target Course/Grade Level:** World Affairs

**Unit Summary:**

The evolution of Mass Media from ancient times to the 21<sup>st</sup> century.

**Primary interdisciplinary connections:**

English-document based assignments

Mathematics-statistics

**21<sup>st</sup> century themes:**

Innovation

Post 9/11 United States

Global Accessibility

Learning Targets

**Standards:**

6.1 U.S. History: America in the World

6.2 World History/Global Studies

6.3 Active Citizenship in the 21st Century

**Content statements:**

History of Media - overview

Role of Free Speech in ancient and modern history

Evolution of Media

Media and the Interactions of Government

Media and the Interactions of Cultures

Media and Changing Technologies

Interconnected Global Society

Challenges for the Modern World

Active Citizens in the 21<sup>st</sup> Century

<b>CPI:</b>	
6.1.12.D.12.e	Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.
6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
6.1.12.D.7.b	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
6.1.12A.14.f	Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
<p><b>Unit Essential Questions:</b>            What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using the information to trace the development of cultures from their access to free speech or lack of free speech? Include the concept of changing technology and the breaking down of International boundaries in the answer.</p> <p><b>Unit Enduring Understandings:</b>            Such knowledge and skills enable students to display their ability to analyze communications of citizens in both a domestic and international setting in the modern world and help them become productive citizens in local, national, and global communities in the 21<sup>st</sup> century.            Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21<sup>st</sup> century.</p>	
<p><b>Unit Learning Targets (Objectives):</b></p> <ul style="list-style-type: none"> <li>• All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the modern world of communication and media.</li> <li>• All students will acquire the knowledge and skills to assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21<sup>st</sup> century.</li> </ul>	

<b>TOMS RIVER REGIONAL SCHOOL DISTRICT</b> <b>Unit Overview</b>
<b>Content Area:</b> Social Studies
<b>Unit Title:</b> Human Rights

**Target Course/Grade Level: World Affairs**

**Unit Summary:**  
The evolution of Human Rights in the 21<sup>st</sup> century.  
**Primary interdisciplinary connections:**  
English-document based assignments  
Mathematics-statistics  
**21<sup>st</sup> century themes:**  
Innovation  
Post 9/11 United States  
Global Accessibility

**Learning Targets**

**Standards:**  
6.1 U.S. History: America in the World  
6.2 World History/Global Studies  
6.3 Active Citizenship in the U.S.

**Content statements:**  
Post-war United States  
Contemporary United States-International and Domestic Policies  
Interconnected Global Society  
Challenges for the Modern World  
Active Citizens in the 21<sup>st</sup> Century

**CPI:**

6.1.12.C.12.c	Analyze how scientific advancements impacted the national and global economies and daily life.
6.1.12.C.12.d	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
6.1.12.B.13.b	Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.
6.1.12.D.13.a	Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
6.1.12.D.13.c	Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
6.1.12.A.12.b	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
6.1.12.D.13.e	Explain why the Peace Corps was created and how its role has evolved over time.
6.1.12.A.12.c	Explain how the Arab-Israeli conflict influenced American foreign policy.

6.1.12.A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.	
6.1.12.A.14.c	Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.	
6.1.12.A.14.d	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.	
6.1.12.A.14.e	Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.	
6.1.12.A.14.f	Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.	
6.1.12.D.14.d	Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.	
6.1.12.D.14.f	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.	
6.1.12.A.15.b	Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.	
6.1.12.C.15.a	Relate the role of America's dependence on foreign oil to its economy and foreign policy.	
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.	
6.1.12.D.15.b	Compare the perspectives of other nations and the United States regarding United States foreign policy.	
6.1.12.D.15.c	Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.	
6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.	
6.1.12.D.16.c	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.	
6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.	

6.2.12.A.6.b	Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.2.12.C.1.b	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
6.2.12.C.1.d	Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
6.2.12.D.5.d	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

***Unit Essential Questions:***

What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to human rights violations?

***Unit Enduring Understandings:***

Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities in the 21<sup>st</sup> century.

Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21<sup>st</sup> century.

***Unit Learning Targets (Objectives):***

- All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage.
- All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21<sup>st</sup> century.