

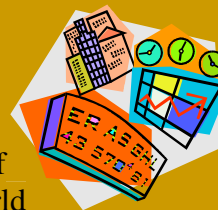
**New Jersey Department of Education  
2006 Social Studies Standards Implementation Guide (SIG)**

**6.3 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.**

**Grade 12**

**6.3.12.H. Looking to the Future (1980-present)**

1. Analyze global political, economic, and social changes in the 20<sup>th</sup> century, including:
  - The Gulf War
  - The war in Iraq
  - Growth of a world economy with the information, technological, and communications revolutions
2. Assess the growth of a worldwide economy of interdependent regions and the development of a dynamic new world order of increasingly interdependent regions, including NATO, the World Bank, the United Nations, the World Court, the North American Free Trade Agreement, and the European Economic Union, IMF and OPEC.
3. Evaluate the paradoxes and promises of the 21<sup>st</sup> century, including:
  - Technological growth
  - Economic imbalance and social inequalities among the world's people
  - New patterns of world migration shaped by international labor demands
  - Global market, economy, trade, and communications
  - Rapid population growth and increasing urbanization
  - The growth of terrorism as a means of warfare
  - Democratic reform
4. Analyze the development and effects of multinational corporations on trade, employment, and the environment.



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**Framework97 References**

“World distribution of and management of resource,” pp. 350-352.  
“Historical Interpretations Differ: The Cold War,” pp. 147-149.

**National History Standard**

*Era 9:*  
Standard 3. Major global trends since World War II.

## **Content Overview**

This section looks at global political, economic and social trends including changes in national character in certain places, turmoil in African nations, the Iraq War and conflicts with fundamentalist Islam, the expansion of the market economy and of democracy through various means.

## **Essential Questions**

- What tension exists between progress toward globalization and the apparent rebirth of tribalism or nationalism in, for example, the Balkans, the Middle East, and the Far East?
- How has religion impacted the Middle East in the modern era?
- What is modern “terrorism” and how has it affected the world today?
- How do free trade agreements work?
- What is the effectiveness of world organizations like the United Nations and the World Court in dealing with major international issues?
- What are the effects of China’s gradual opening of its economy since the 1980s in Asia and to the world economy?

## **Teaching Resources**

<http://www.njsp.org/news/pr060605.html>: New Jersey State Police site covering plans for protecting citizens from terrorism.

<http://www.abcnews.go.com/US/>: News reports on terrorism in the world.

<http://state.nj.us/njhomelandsecurity/>: The New Jersey state government site for homeland security.

<http://www.questia.com/>: A general source on terrorism.

## **Assessment**

“You are a member of a State Citizens’ Advisory Group who has been asked to advise the Governor on terrorism. Your group must develop a plan of action for protection of the people, the government, and major state facilities such as the electrical grid, roads, bridges, and so forth. Your report should provide background historical information on the origins of the war on terror including the two wars in the Gulf region of the Middle East, the 9/11 attack and previous attacks on Americans, and the American responses to these attacks, and should include a list of ten recommendations on what should be done at the state level in New Jersey to address this crisis.”

The teacher or teacher and students should prepare a rubric for evaluation of responses. The rubric should address the dimensions of validity, completeness, realism, and good judgment.