

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

Contemporary Studies Course Syllabus

Course Overview:

This course is the third installment in the Studies program. This accelerated level elective is taught in conjunction with the Contemporary Studies/English IVA course. Through an integrated study of contemporary history and current world issues, combined with a study of contemporary literature, students will explore how art, music, literature and social trends have shaped recent historical events and conditions of contemporary times. Current events such as Human Rights, 21st century politics and the Globalization of economics and politics will be studied. The course will make use of news web-sites as well as primary sources and videos. It will be taught by one Social Studies teacher and one English teacher to provide integrated and in-depth study of topics. This course must be taken in conjunction with the English component of Contemporary Studies.

The course content below follows the [New Jersey Student Learning Standards for Social Studies](#).

Course Content and Outline:

	Topics	Timeline
Unit 1: Modern World Geography & Post-Colonial Africa	<ul style="list-style-type: none">• Modern World Geography• Africa: Colonialism-Present• Oral History	Marking Period 1 <ul style="list-style-type: none">• Modern World Geography: 1-3 Weeks• Africa: 4-5 Weeks• Oral History: 1-2 Weeks
Unit 2: Modern Unrest and Revolution in the Middle East	<ul style="list-style-type: none">• Middle East• Protest Movements• Voting Restrictions	Marking Period 2 <ul style="list-style-type: none">• Middle East: 5 Weeks• Protest Movements: 2 Weeks• Voting: 2 Weeks
Unit 3: The Politics of Poverty in Modern South & Latin America	<ul style="list-style-type: none">• Central/Latin America• Human Rights and Social Justice	Marking Period 3 <ul style="list-style-type: none">• Central/Latin America: 6 Weeks• Human Rights/ Social Justice: 3 Weeks
Unit 4: Modern Marginalization in Asia and Abroad	<ul style="list-style-type: none">• Modern Asia• Marginalization	Marking Period 4 <ul style="list-style-type: none">• Modern Asia: 6 Weeks• Marginalization: 3 Weeks

Course Expectations and Skills

1. Develop literacy in civics as it is reflected in the governmental systems of global history.
2. Actively engage in studying current events.
3. Consider multiple perspectives to evaluate issues of the past and today.
4. Analyze and interpret historical events of the past in light of contemporary history.
5. Develop critical thinking skills, which enable students to function as lifelong learners and to examine and evaluate issues of importance to the modern world.
6. Develop skills in reading comprehension, research, communication and technology.
7. Gain practice to succeed on standardized testing such as ACT, SAT, and PARCC.
8. Maintain an organized notebook or portfolio of notes and work collected throughout the year.
9. Utilize technology to refine 21st century skills through database research and multimedia presentations.
10. Develop skills needed to be an active and contributing citizen in a diverse society.

Materials Needed

- Chromebook
- Notebook and/or three-ring binder with lined paper
- Daily planner/Student organizer
- Pen or pencil

Resources

All resources will be provided by the instructor

Grading Scale

Students will earn their grades based on the following categories of assignments:

- Major Assessments: 35%
- Minor Assessments: 25%
- Classwork/Participation: 40%

Teacher Information

TBA

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Contemporary Studies

Unit # 1

Modern World Geography/ Post-Colonial Africa

Updated: August 2021

Unit Overview:

This unit begins by examining the geography of the modern world, and specifically how this geography has shaped, influenced, and even created social and cultural differences. In examining the struggles and conflicts created by subsistent human needs and natural resources, the unit transitions to Africa. Examining the influence of imperialism, colonialism and postcolonial development across the African continent will center upon Nigeria and South Africa to support the English Curriculum. Further student research on African countries will analyze individual nations and their respective development in the modern geopolitical landscape. Additional focus during this unit will include the importance and development of oral history, to bolster the English Curriculum's required narrative and college essays.

Essential Questions

1. How does the geography of the world create distinct cultures?
2. How do these cultures around the world impact the current political, economic, historical, and social environment?
3. How does geography determine where people live
4. In what ways does the access to resources affect the development of societies and communities?
5. How does access to resources create conflict?
6. How do climate and topography determine civilization, growth, history and development?
7. How does geography impact the spread of ideas?
8. To what extent do current issues in Africa reflect past colonial

Enduring Understandings

Modern World Geography

1. Cultural geography is the study of the relationship of humans to location
2. There are certain push and pull factors that have led people to move to different parts of the world
3. These push and pull factors have led to a political and cultural stratification of people that have led to the marginalization of subcultures in many parts of the world

Africa: Colonialism-Present

1. European colonizers played a large role in shaping Africa's

<p>policies?</p> <ol style="list-style-type: none"> 9. In what ways have post-colonial nations developed relationships with their former colonizers? 10. In what ways did Apartheid divide and oppress South Africans? 11. How did the “Scramble for Africa” create a legacy of colonialism across the continent? 12. How did the political systems in Africa influence the international economy and the role Africa plays in the world? 13. What role does Africa play in the economies of other international powers? 14. What impact do oral histories and storytelling have on the development of societies? 	<p>post-colonial history which has had an effect on Africa today by dividing them among lines where Environmental and Cultural forces work against them</p> <ol style="list-style-type: none"> 2. Institutionalized forces such as poverty, discrimination, segregation and classism have had a large impact on social and political factors of many African nations 3. Differing religions and philosophies lead to conflict and violence amongst African nation 4. Apartheid was enacted to maintain systemic control over populations in the struggle for resource and power in South Africa 5. Modern African countries, since gaining independence, have worked and often struggled to establish and maintain their roles in the international community 6. Modern African countries, since gaining independence, have worked and often struggled to establish and maintain their roles in the international economy <p>Oral History</p> <ol style="list-style-type: none"> 1. Oral histories are an effective way for societies and communities to continue traditions and establish foundations of society
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Unit Learning Targets/Goals/Outcomes:		
Learning Target	NJSLs -Social Studies	CCSS
<ol style="list-style-type: none"> 1. Analyze the effect of demographic, social and cultural attributes such as migration, social relations and cultural identity in the formation of cultures and societies. 2. Determine how geographical features can lead to cultural and political features of a country. 3. Explain why people have chosen to migrate to and from particular places in the 20th and 21st centuries. 4. Explain the importance of competition for natural resources in the colonization of Africa. 5. Evaluate how geographic challenges have given rise to political and 	<ol style="list-style-type: none"> 1. 6.2.12.GeoSV.1.a. 2. 6.2.12.GeoPP.1.a 3. 6.2.12.HistoryCC1.b 4. 6.2.12.HistoryCC1.c 5. 6.2.12.HistoryCC1.d 6. 6.2.12.HistoryCC1.f 7. 6.2.12.HistoryCC1.g 8. 6.2.12.GeoPP.2.a 9. 6.2.12.EconGE.2.a 10. 6.2.12.EconGI.3.b 	<p><i>Specific standards for literacy will be added to individual lesson plans.</i></p> <p>Literacy in History Standards</p> <p>Writing in History Standards</p>

<p>humanitarian issues in much of the region</p> <ol style="list-style-type: none"> 6. Examine and analyze multiple perspectives when studying Africa’s political past and present. 7. Evaluate the impact of Colonial policies on African economies. 8. Evaluate the factors that led to widespread poverty in modern Africa. 9. Analyze the factors that have made many African Nations vulnerable to corrupt governments, famine, disease and genocide. 10. Compare and Contrast efforts to assist African Nations in progressing from developing to developed. 11. Evaluate the lasting impact of colonialism on the development of Nigeria. 12. Analyze the role of Nigeria, economically and politically, in the modern international community. 13. Evaluate the lasting impact of colonialism and Apartheid on the development of South Africa. 14. Examine and explain the efforts to dismantle the systemic racism inherent in Apartheid. 15. Examine the role and impact of Modern African countries in the international political and economic community. 16. Evaluate the importance of Oral Histories on continuing traditions and establishing foundations of societies. 17. Demonstrate the importance of Oral Histories by creating a personal Oral History of familial traditions. 	<ol style="list-style-type: none"> 11. 6.2.12.EconGI.3.c 12. 6.2.12.EconET.3.a 13. 6.2.12.HistoryUP.3.a 14. 6.2.12.HistoryCC.3.c 	
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Unit Resources:

Instructional Strategies & Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● Analysis of primary and secondary sources <ul style="list-style-type: none"> ○ See Resources folder ● Analysis of maps <ul style="list-style-type: none"> ○ See Resources folder ● Small group cooperative learning <ul style="list-style-type: none"> ○ Think-Pair-Share ○ Jigsaw activities ○ Small Projects ● Essays/Writing <ul style="list-style-type: none"> ○ Demonstrate the importance of 	<ul style="list-style-type: none"> ● Sources of Global History Since 1990 (2nd Edition) - James H. Overfield ● <i>“The Burden of Empire”</i> by LH Gann & Peter Duignan ● <i>American Anti-Imperialist League.</i> "Platform of the American Anti-Imperialist League." 	<ul style="list-style-type: none"> ● Stanford History Education Group ● Gilder Lehrman Institute of American History ● Actively Learn ● EdPuzzle

<p>Oral Histories by creating a personal Oral History of familial traditions</p> <ul style="list-style-type: none"> ● Vocabulary ● Debates ● Socratic Seminars ● Assessment Projects <ul style="list-style-type: none"> ○ Africa Research Project ○ Oral History Project ○ Modern Geography Reflection <p>Folder of Lesson Resources</p>	<ul style="list-style-type: none"> ● “20 Years After Apartheid, How are we Doing?” - <i>The Atlantic</i> <p>Additional texts will be added to individual lesson plans.</p>	
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List of Accommodations and Modifications

[Special Education](#)

[504 Students](#)

[At Risk Students](#)

[ELL](#)

[Gifted and Talented](#)

Interdisciplinary Connections

Language Arts:

- Literature pieces (focused on by English counterpart) that reflect the historical themes of Imperialism, Colonialism, Oppression, and Social Change
 - *Things Fall Apart* - Chinua Achebe
 - *Born a Crime* - Trevor Noah
 - *July's People* - Nadine Gordimer
- Reading and analysis of primary and secondary sources to better understand historical topics

Math

- Interpreting graphs, maps, and charts that provide understanding of immigration trends, growth of city populations, and disputed colonial claims

Business

- Analyze the impact that colonialism, imperialism, and the African slave trade had on the international economy
- Evaluate the extent to which Africa nations are involved in the modern global economy

Assessments:

Formative

- Vocabulary
- Warm Up activities
- EdPuzzles
- Socratic Seminars
- Critical analysis of primary and secondary sources with guided questions
- Graphic organizers

Summative

Quizzes:

- Vocabulary Quizzes
- EdPuzzle Videos
 - Geography
 - Africa
 - etc.
- Actively Learn Reading Assignments
- Geography Quiz
- Africa Content Quizzes
 - South Africa
 - Nigeria

Tests:

- Geography Unit Test
- Africa/Imperialism Unit Test
- Oral History Project

State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
 - [Amistad Law](#)
 - [NJ Amistad Commission Interactive Curriculum](#)
 - [Holocaust Law](#)
 - [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
 - [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)

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Contemporary Studies Unit # 2

Modern Unrest and Revolution in the Middle East

Updated: August 2021

Unit Overview:

This unit focuses upon the delicate political landscape of the Middle East by analyzing the sources and impacts of modern conflict. Specifically, the unit examines protest movements, revolutions, and political unrest in the modern histories of Iran, Afghanistan, Israel/Palestine, and the greater Arabian Peninsula. In conjunction with the English Curriculum's focus, evaluating the interior and exterior causes of unrest in the region, from the many sides involved, allows students to better understand the complex relationships between these nations and their respective impacts on the global scale.

Essential Questions

1. What factors prevent and promote the creation of a peaceful and just state?
2. Can multiple competing narratives be reconciled to achieve peace and security?
3. What are the main interests of the international community in the Middle East?
4. How does the concept of the **other** play out in Middle Eastern conflict, and in which ways do parties on both sides ignore and celebrate the humanity of the other?
5. How much of the conflict in the Middle East is due to Cold War tensions?
6. What are the main interests of the United States and the

Enduring Understandings

Middle East

1. Peaceful and just states are dependent upon principles of self-determination and stabilized governmental systems.
2. Competing narratives can be reconciled through the use of diplomacy between stabilized governments
3. The international community has had great interest in the Middle East throughout History including trade, colonialism, oil and ensuring freedom for citizens.
4. Competing religions, ideologies, and philosophies simultaneously create unity and divisions across the modern Middle East
5. Lasting Cold War tensions, in addition to remaining colonial and imperial efforts in the Middle East, are the cause of many

Western world in the Middle East?

7. What is the current state of international relationships in the Modern Middle East?
8. Should the United States/Western World utilize military intervention to enforce democratic movements in the Middle East.
9. What caused the Iranian Revolution?
10. Was the Iranian Revolution caused by violations of human rights or Western intervention?
11. What were the initial causes of tension between the peoples of Palestine and Israel?
12. What role should the international community play in the conflict between Israel and Palestine?
13. How have nationalism and extremism affected relations in the contemporary Middle East?
14. How do theocratic Islamic governments impact the development of Middle Eastern nations?
15. How do theocratic Islamic governments impact modern Middle Eastern nations' interaction with the international community?
16. How have individuals utilized protest to impact their governments throughout modern history?
17. What efforts have been taken to ensure suffrage for all Americans throughout American history?
18. What obstructions have been implemented to voting in the past and present day?
19. What current voting and election trends can be observed in the United States and abroad?

conflicts.

6. The United States and the Western World have strong economic interests as well as an interest to ensure that the governments are free and just.
7. International relationships in the modern Middle East are dependant upon conflicts of recent history, in addition to foreign intervention from the global community
8. The United States and the Western World have frequently engaged in military intervention in the Middle East in the name of ensuring democracy. This has led to controversial results and frequent animosity from inhabitants of the region.
9. The Iranian Revolution was caused by a multitude of factors.
10. The Iranian Revolution is caused by a variety of factors including violations of human rights and Western Intervention.
11. Tension between Israel and Palestine can be traced to the creation of a Jewish homeland by the United Nations following WWII and the atrocities of the Holocaust
12. The international community should work to ensure a peaceful resolution to the Israeli/Palestinian conflict.
13. Nationalism and extremism have generated conflict between modern Middle Eastern nations with differing cultures, religions, and philosophies.
14. Theocratic Islamic governments in the Middle East enacted strict, orthodox rules that often draw negative attention from the international community and can cause conflict with Western Nations.

Protest Movements

15. Protests have been utilized throughout modern history to raise awareness and influence governmental, cultural, and societal change

Voting Restrictions

16. The United States has ensured suffrage for all eligible voters via Constitutional decree or subsequent amendments.
17. Obstructions to the right and ability to vote can be observed throughout the past and present. These obstructions include, but are not limited to: State laws and regulations, poll taxes, literacy tests, physical intimidation, gerrymandering, redistricting, etc.
18. Current voting trends in the United States are mixed based on where you are in the country. Recent political polarization has greatly impacted peoples' view on voting.

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Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Social Studies	CCSS
<ol style="list-style-type: none"> 1. Evaluate the importance of self-determination and stabilized governmental systems on modern nations 2. Analyze the ways in which competing narratives can be reconciled through diplomacy. 3. Examine the causes of interest in the Middle East to the international community throughout History. 4. Determine the cause and effect of the Cold War on relations within the Middle East. 5. Describe international relationships in the modern Middle East. 6. Analyze the steps taken by the United States and the Western World to ensure free and just governments. 7. Identify the reasons for United States/Western military intervention in the Contemporary Middle East. 8. Evaluate the effect of frequent military intervention by the United States/Western World in the Contemporary Middle East. 9. Identify the varying causes of the Iranian Revolution. 10. Evaluate the impact of Western Culture in causing the Iranian Revolution. 11. Determine the tension caused in the Middle East by the creation of an Israeli State. 12. Examine the cyclical nature of violence and tension between Israel and Palestine and its effect on the people living there. 13. Evaluate the steps taken by the international community to attempt to bring peace between Israel and Palestine. 14. Describe the impact of Nationalism and extremism on the people of the Middle East and their relationships with other countries. 15. Explore the impact of the contemporary trend towards theocratic Islamic governments within some countries in the Middle East. 16. Compare and contrast how protests have been utilized throughout history to affect change. 17. Explain the impact suffrage movements have had on the United States Constitution. 18. Examine efforts to obstruct voting rights for marginalized groups throughout History. 	<ol style="list-style-type: none"> 1. 6.2.12.GeoSV.1.a. 2. 6.2.12.GeoPP.1.a 3. 6.2.12.GeoGE.1.c 4. 6.2.12.GeoGE.1.d 5. 6.2.12.HistoryCC.1.a 6. 6.2.12.HistoryCC.1.e 7. 6.2.12.HistoryCC.1.f 8. 6.2.12.CivicsPR.2.a 9. 6.2.12.EconGE.2.a 10. 6.2.12.HistoryUP.2.a 11. 6.2.12.CivicsPI.3.a 12. 6.2.12.EconGI.3.b 13. 6.2.12.EconET.3.a 14. 6.2.12.HistoryUP.3.a 15. 6.2.12.HistoryCC.3.c 	<p><i>Specific standards for literacy will be added to individual lesson plans.</i></p> <p>Literacy in History Standards</p> <p>Writing in History Standards</p>

<p>19. Determine the importance regional political thought and ideology on voting rights. 20. Evaluate political polarization on peoples' view of voting.</p>		
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Unit Resources:		
Instructional Strategies & Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● Analysis of primary and secondary sources <ul style="list-style-type: none"> ○ See Resources folder ● Analysis of maps <ul style="list-style-type: none"> ○ See Resources folder ● Small group cooperative learning <ul style="list-style-type: none"> ○ Think-Pair-Share ○ Jigsaw activities ○ Small Projects ● Essays/Writing <ul style="list-style-type: none"> ○ Demonstrate written comprehension of cultural and social shifts as a result of the Iranian Revolution ● Vocabulary ● Debates <ul style="list-style-type: none"> ○ Approaches to peace-keeping efforts in the Middle East ● Socratic Seminars ● Assessment Projects <ul style="list-style-type: none"> ○ Iran Before & After the Revolution ○ Terrorism & Extremism Research Project <p>Folder of Lesson Resources</p>	<ul style="list-style-type: none"> ● Sources of Global History Since 1990 (2nd Edition) - James H. Overfield ● <i>Persepolis</i> - Marjane Satrapi ● “At War with the Truth” - Craig Whitlock, The Washington Post Article ● “Iran Bets on Religion, Repression and Revolution” - Bret Stephens, NYtimes <p>Additional texts will be added to individual lesson plans.</p>	<ul style="list-style-type: none"> ● Stanford History Education Group ● Gilder Lehrman Institute of American History ● Actively Learn ● EdPuzzle

List of Accommodations and Modifications

[Special Education](#)

[504 Students](#)

[At Risk Students](#)

[ELL](#)

[Gifted and Talented](#)

Interdisciplinary Connections

Language Arts:

- Literature pieces (focused on by English counterpart) that reflect the historical themes of Political Unrest, Protest, and Revolution
 - *Kite Runner* - Khaled Hosseini
 - *Persepolis* - Marjane Satrapi
- Reading and analysis of primary and secondary sources to better understand historical topics

Math

- Interpreting graphs, maps, and charts that provide understanding of population and ideological shifts

Business

- Analyze the impact that colonialism, imperialism, and the competition for natural resources made on the economy of the Middle East
- Evaluate the extent to which Middle Eastern nations are involved in the modern global economy

Assessments:

Formative

- Vocabulary
- Warm Up activities
- EdPuzzles
- Socratic Seminars
- Critical analysis of primary and secondary sources with guided questions
- Graphic organizers

Summative

Quizzes:

- Vocabulary Quizzes
- EdPuzzle Videos
- Actively Learn Reading Assignments
- Israel-Palestine Conflict Quiz

Tests:

- Iranian Revolution Test
- Terrorism in Afghanistan Test
- Protest Performance Assessment

State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
 - [Amistad Law](#)
 - [NJ Amistad Commission Interactive Curriculum](#)
 - [Holocaust Law](#)
 - [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
 -
 - [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)

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Contemporary Studies

Unit # 3

The Politics of Poverty in Modern South & Latin America

Updated: August 2021

Unit Overview:

This unit begins by using the case studies of Haiti, Cuba, Puerto Rico, and Panama to examine the greater struggle for independence in South and Latin America. Emphasis upon the United Nations' Declaration of Human Rights and Sustainable Development Goals guides students through independent research on the various other struggles for independence in the region, in addition to analysis of the challenges facing these nations today. This unit will center on the power vested in South and Latin American governments, their perpetuation of poverty through corrupt politics and foreign intervention, and the violations of human rights which often put these regions into the international spotlight. Students will be asked to reflect upon these current political issues and the potential solutions presented - focusing on the impact of poverty on the regions and peoples involved.

Essential Questions

1. Why have many South & Latin American nations struggled since gaining independence?
2. How did nations of South and Latin America struggle to gain independence from their European colonizers?
3. What challenges face these nations today, and what are the sources of these challenges?
4. In what ways have the governments of South & Latin America addressed the issues of and/or perpetuated poverty in modern history?
5. How have corruption, foreign intervention, and the international competition of natural resources impacted the development of

Enduring Understandings

Central/Latin America

1. Nations in South and Latin America have struggled since gaining independence largely due to the lasting effects of colonial control and abuses from foreign nations.
2. Through independence movements and efforts, often led by influential individuals or groups, the countries of South and Latin America gained their independence.
3. South and Latin American nations face a variety of challenges in modern history, including but not limited to: poverty, corruption, civil unrest, famine, inflation, wars, etc.
4. Substantial poverty has been a major factor for a large majority of people in South and Latin America with many countries

modern South & Latin America?

6. How has geography affected the cultural, economic and political development of Latin and South America?
7. In what ways have the governments of Latin and South America perpetuated poverty?
8. How have nations of South and Latin America adopted alternative forms of government to meet their individual needs?
9. In what ways did Latin and South American adoptions of alternative government cause conflict with Western nations and the United States?
10. What is the lasting impact of European colonialism in Latin and South America?
11. What are Human Rights and how are they defined by the international community?
12. Who has the responsibility to protect and ensure basic human rights around the world?
13. What is the Universal Declaration of Human Rights and what impact did it have on the international community?
14. How does the impact of poverty hinder individuals and the development of countries?
15. How does the UN assess and address poverty in the global community?
16. How has the creation of the UN sustainable development goals impacted under-developed and developed nations around the world?

struggling to address their nation's economic needs.

5. Many nations of South and Latin America have struggled since their independence with maintaining stable governments, overseeing and making the best use of their resources and their interactions with the international community.
6. The geography of Latin and South America, specifically access to natural resources, influenced the creation of European colonies and all of the lasting struggles thereafter.
7. Governments of South and Latin America have perpetuated poverty primarily through frequent corruption and unequal distribution of wealth/resources
8. Nations in Latin and South America have adopted forms of government which reflect the impact of their previous respective colonial controls and the needs of their citizens.
9. The United States/Western Nations often intervened into the affairs of Latin/South America in order to ensure democratic governments. Adoption of alternative types of governments often put those nations at odds with the Western World.
10. European colonialism has impacted nearly every facet of Latin and South American nations. The modern governments, ideologies, and philosophies of these nations are a direct result of colonial rule.

Human Rights and Social Justice

11. Human rights are basic rights that should not be denied to all citizens of the world.
12. It is the responsibility of the United Nations to protect and ensure basic human rights around the world, in accordance with the UN Declaration of Human Rights
13. The Universal Declaration of Human Rights articulates fundamental rights and freedoms for all citizens of the world. It is a universal statement that identifies the basic rights and needs of all, and calls into question those who do not follow their premise.
14. Poverty hinders individuals through their access to basic human needs, simultaneously hindering the ability of individuals to create and sustain stable governments.
15. The United Nations examines and identifies areas around the world in need of economic improvement and has established the Sustainable Development Goals to address the basic needs of poverty.
16. Since the creation of the UN Sustainable Development Goals,

there has been measurable progress in the effort to develop those countries in need.

Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Social Studies	CCSS
<ol style="list-style-type: none"> 1. Identify the struggles nations in South and Latin America have faced since gaining independence. 2. Explain the impact of poverty, corruption and civil unrest on South and Latin American nations. 3. Identify the impact of poverty on individuals. 4. Determine the importance of stable government on national resource management, distribution of wealth and relationships with the international community. 5. Examine the geography and available resources which caused South and Latin America to become colonized by European Powers. 6. Analyze the impact of frequent corruption and unequal distribution of wealth/resources in South and Latin American nations. 7. Evaluate the impact of colonialism on the creation of post-colonial governments. 8. Examine the cause and effect of the adoption of alternative governments by South and Latin American nations in the modern era. 9. Examine and identify the basic structure of the United Nations. 10. Identify the basic human rights provided by the United Nations Declaration of Human Rights. 11. Evaluate the impact of poverty and unequal distribution of wealth on individuals. 12. Evaluate the cause and effect of poverty and unequal distribution of wealth on the creation and maintenance of stable governments. 13. Identify criteria established by the United Nations for the improvement of undeveloped and developing nations. 14. Analyze data to determine the impact of the United Nations Sustainable Development Goals. 	<ol style="list-style-type: none"> 1. 6.2.12.GeoSV.1.a. 2. 6.2.12.GeoPP.1.a 3. 6.2.12.HistoryCC1.c 4. 6.2.12.HistoryCC1.d 5. 6.2.12.GeoPP.2.a 6. 6.2.12.EconGE.2.a 7. 6.2.12.HistoryUP.2.a 8. 6.2.12.CivicsPD.3.a 9. 6.2.12.CivicsDP.3.a 10. 6.2.12.HistoryCC.3.a 11. 6.2.12.GeoGI.3.a 12. 6.2.12.EconGI.3.b 13. 6.2.12.EconGI.3.c 14. 6.2.12.HistoryUP.3.a 15. 6.2.12.HistoryCC.3.c 	<p><i>Specific standards for literacy will be added to individual lesson plans.</i></p> <p>Literacy in History Standards</p> <p>Writing in History Standards</p>

Unit Resources:

Instructional Strategies & Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● Analysis of primary and secondary sources <ul style="list-style-type: none"> ○ See Resources folder ● Analysis of maps <ul style="list-style-type: none"> ○ See Resources folder ● Small group cooperative learning <ul style="list-style-type: none"> ○ Think-Pair-Share ○ Jigsaw activities ○ Small Projects ● Essays/Writing <ul style="list-style-type: none"> ○ Reflect upon the societal, physical, mental toll of Poverty ● Vocabulary ● Debates ● Socratic Seminars ● Assessment Projects <ul style="list-style-type: none"> ○ South/Latin American Research ○ United Nations Webquest ○ Measurement of Poverty Research <p>Folder of Lesson Resources</p>	<ul style="list-style-type: none"> ● Sources of Global History Since 1990 (2nd Edition) - James H. Overfield ● Declaration of Universal human Rights - The United Nations ● Sustainable Development Goals - The United Nations ● “What do we do about Venezuela Now? - The Boston Globe ● “Venezuela’s Crisis Reveals Disputes Among Power Brokers at Home and Abroad” - Max Fisher & Amanda Taub ● “Poverty in America: Why Can’t We End It?” - Peter Edelman <p>Additional texts will be added to individual lesson plans.</p>	<ul style="list-style-type: none"> ● Stanford History Education Group ● Gilder Lehrman Institute of American History ● Actively Learn ● EdPuzzle
<p>List of Accommodations and Modifications</p> <p>Special Education</p> <p>504 Students</p> <p>At Risk Students</p> <p>ELL</p> <p>Gifted and Talented</p>		

Interdisciplinary Connections

Language Arts:

- Literature pieces (focused on by English counterpart) that reflect the historical themes of injustice, poverty, corruption, and human rights
 - “The Stolen Party” - Short Story by Lilita Hecker
 - “Girl” - Short Story by Jamaica Kincaid
 - “Children of the Sea” - Short Story by Edwidge Danticat

Math

- Interpreting graphs, maps, and charts that provide understanding of population and ideological shifts
- Interpreting statistics on majority and minority populations throughout South & Latin America

Business

- Analyze the lasting impact of alternative forms of government on South & Latin America
- Evaluate the extent to which South & Latin American nations are involved in the modern global economy

Assessments:

Formative

- Vocabulary
- Warm Up activities
- EdPuzzles
- Socratic Seminars
- Critical analysis of primary and secondary sources with guided questions
- Graphic organizers

Summative

Quizzes:

- Vocabulary Quizzes
- EdPuzzle Videos
- Actively Learn Reading Assignments
- Latin America Quiz
- Research Project Outline

Tests:

- Latin America & Poverty Test
- South & Latin America Research
- Sustainable Development Goals Project

State Mandates and Resources

- [New Jersey Student Learning Standards](#)

- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
 - [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
 - [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
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- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPKSD\)](#)

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

Contemporary Studies

Unit # 4

Modern Marginalization in Asia and Abroad

Updated: August 2021

Unit Overview:

This unit supports the English Curriculum's focus on religion, morality, and the personal journey through in-depth analysis on modern marginalization in Asia and abroad. This unit focuses upon the Post-Cold War development of China, Korea, Japan, and India - specifically analyzing the political struggles and marginalization of minority populations in modern history. Applying the theme of marginalization beyond Asia, students conclude the year by focusing on the marginalized peoples in the United States and around the modern world - examining privilege, race, gender, sexual identity, education, and the countless other factors which are used to marginalize the minority populations around the world.

Essential Questions

1. How have countries in Asia developed their governments following the Cold War, and how do these governments reflect past challenges?
2. What are the current international relationships between Western powers and modern Asian nations?
3. To what extent are modern nations of Asia impacted by lasting tensions of the Cold War?
4. How has the divided Korean Peninsula developed in the modern world following the Korean War?
5. What is life like for North Koreans under the rule of the Kim Dynasty?

Enduring Understandings

Modern Asia

1. Asian nations have developed their governments in direct response to their previous affiliations during the Cold War. Social, economic, and cultural factors in each nation reflect these outside influences.
2. Western Nations and modern Asian Nations have a complex relationship based on political, economic and military necessity. This relationship is fragile and fluid.
3. Relationships throughout modern Asia, and within the larger international community, are largely based upon the conflict between forms of economies and governments during the Cold War.

6. What is like for South Koreans under the capitalist democracy installed after the Korean War?
7. To what extent was Japan's government and society shaped by American policies post-WWII?
8. How did American Cold War policy affect relations with the Mao-led Chinese regime post-WWII?
9. What is the relationship between modern China and the United States/ Western Powers?
10. How has the Hindu Caste system been applied to modern politics and socioeconomics in India?
11. What is the effect of India's party affiliations on effective government?
12. How does India's massive population and lack of resources contribute to poverty levels and marginalization within the country?
13. What factors lead minority populations to be marginalized, and what is the lasting impact on these populations?
14. How does marginalization impact populations in the United States, and are these the same target groups observed in other parts of the world?

Korea

4. Following the Korean War, the Korean Peninsula remained divided at the 38th Parallel. The North became isolated and adverse to the western world while the South developed strong economic, political and military ties with West.
5. North Korean citizens live under an authoritarian regime. The Kim dynasty has been, and continues to be, one of the most brutal and repressive in history.
6. South Korea has developed into a modern nation with strong ties to the west.

Japan

7. Japan's government post-WWII was established under heavy US influence, largely due to fears that Japan could fall to Communism or rebuild in ways which would be a threat to the United States/Western Powers.

China

8. The United States/West initially ignored the Mao led Chinese government and developed an adversarial approach to relations until finally recognizing their government in the 1970s.
9. Contemporarily, China and the United States/Western Powers have a fragile economic and political relationship.

India

10. Although it has its origins in ancient India, the caste system is still relevant today in Modern India. While more flexible than its original creation, the system still limits social mobility and access to vital social needs.
11. The ever-increasing numbers of political parties and coalitions in modern India currently increase political division and make effective government more difficult to achieve. Increased political polarization between parties and coalitions have also led to an increase in corruption.
12. Because India has become the largest population in the world, access to already limited natural resources has become increasingly scarce. Access to these resources allow majority populations in the nation to limit resources for minority populations - effectively creating marginalization.

Marginalization

13. Throughout the History of the United States, a system of discrimination has been present for marginalized groups. Oftentimes these groups are denied basic opportunities and rights within the American System.

14. Marginalized groups within the United States are often negatively impacted by being denied the same opportunities as their contemporaries. This is similar to other places in the world which have established forms of governmental segregation and discrimination.

Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSL -Social Studies	CCSS
<ol style="list-style-type: none"> 1. Identify the areas of Asia in which the West intervened to stop the spread of Communism 2. Explain the causes and effects of Western policies of Containment and the Domino Effect in Asia. 3. Determine the political, economic, and military relationships between modern Western and Asian nations 4. Evaluate the fragile nature of the political, economic, and military relationships between modern Western and Asian nations 5. Analyze the role of diverse governmental and economic structures and their implementation in Asia post-WWII 6. Examine the role of Cold War policy in Asia in regards to actual conflict (ie Korea, Vietnam, etc) 7. Identify pre-Korean War and post-Korean War borders of Korea 8. Foreshadow the development of North/South Korea post-Korean war based on desired outcomes and international intervention 9. Compare and contrast the development of North Korea and South Korea post-Korean War 10. Compare and contrast the lifestyles of modern citizens in North and South Korea 11. Determine how the development of JAPAN post-WWII influenced its modern outcomes and relationships 12. Examine the economic and political influence of Modern Japan based upon post-WWII development 13. Examine the development of the Caste System from a religious standard into a socioeconomic principle. 14. Analyze how increased political division in India's political parties makes effective government more difficult to achieve. 15. Evaluate how access to modern India's limited resources contributes to 	<ol style="list-style-type: none"> 1. 6.2.12.GeoSV.1.a. 2. 6.2.12.GeoPP.1.a 3. 6.2.12.GeoGE.1.a 4. 6.2.12.GeoGE.1.b 5. 6.2.12.GeoGE.1.c 6. 6.2.12.GeoGE.1.d 7. 6.2.12.HistoryCC.1.a 8. 6.2.12.HistoryCC.1.d 9. 6.2.12.HistoryCC.1.e 10. 6.2.12.EconGE.2.a 11. 6.2.12.HistoryUP.2.a 12. 6.2.12.CivicsPI.3.a 13. 6.2.12.CivicsDP.3.a 14. 6.2.12.EconGI.3.b 15. 6.2.12.EconGI.3.c 16. 6.2.12.EconET.3.a 17. 6.2.12.EconET.3.b 18. 6.2.12.HistoryUP.3.a 19. 6.2.12.HistoryCC.3.c 	<p><i>Specific standards for literacy will be added to individual lesson plans.</i></p> <p>Literacy in History Standards</p> <p>Writing in History Standards</p>

<p>marginalization.</p> <p>16. Identify groups that have been marginalized throughout U.S. History.</p> <p>17. Evaluate the impact of marginalization on affected groups.</p> <p>18. Compare and contrast the impact of marginalization on groups in the United States and abroad.</p>		
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Unit Resources:		
Instructional Strategies & Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● Analysis of primary and secondary sources <ul style="list-style-type: none"> ○ See Resources folder ● Analysis of maps <ul style="list-style-type: none"> ○ See Resources folder ● Small group cooperative learning <ul style="list-style-type: none"> ○ Think-Pair-Share ○ Jigsaw activities ○ Small Projects ● Essays/Writing <ul style="list-style-type: none"> ○ Defend a position regarding inequality in modern America ● Vocabulary ● Debates ● Socratic Seminars ● Assessment Projects <ul style="list-style-type: none"> ○ Modern China Research ○ American Caste Research Project ○ “Nice White Parents” Podcast Project <p>Folder of Lesson Resources</p>	<ul style="list-style-type: none"> ● Sources of Global History Since 1990 (2nd Edition) - James H. Overfield ● “Understanding Modern India” - Ralph Bultjens ● “The Long Fall of Taiwan” - Isaac Stone Fish ● <i>Nothing to Envy</i> - Short Story by Barbara Demick ● “Does America Have a Caste System?” - Lucy Nicholson, Reuters <p>Additional texts will be added to individual lesson plans.</p>	<ul style="list-style-type: none"> ● Stanford History Education Group ● Gilder Lehrman Institute of American History ● Actively Learn ● EdPuzzle

List of Accommodations and Modifications Special Education 504 Students At Risk Students ELL Gifted and Talented		

Interdisciplinary Connections	
Language Arts: <ul style="list-style-type: none"> ● Literature pieces (focused on by English counterpart) that reflect the historical themes of injustice, marginalization, religion, morality and human rights <ul style="list-style-type: none"> ○ <i>Nothing to Envy</i> - Barbara Demick ○ “Cranes” - Short Story by Hwang Sun-Won ○ “Another Way to Die” - Short Story by Haruki Murakami 	
Math <ul style="list-style-type: none"> ● Interpreting graphs, maps, and charts that provide understanding of population and ideological shifts ● Interpreting statistics on majority and minority populations throughout modern Asia 	
Business <ul style="list-style-type: none"> ● Analyze the lasting impact of the Cold War on the economies of modern Asia ● Evaluate the extent to which Asian nations are involved in the modern global economy ● Interpret the importance of modern consumerism on the economies of modern Asia 	

Assessments:	
Formative	Summative
<ul style="list-style-type: none"> - Vocabulary - Warm Up activities - EdPuzzles - Socratic Seminars - Critical analysis of primary and secondary sources with guided questions - Graphic organizers 	Quizzes: <ul style="list-style-type: none"> ● Vocabulary Quizzes ● EdPuzzle Videos ● Modern India Article <ul style="list-style-type: none"> ○ Reflection Question Quiz ● Actively Learn Reading Assignments ● Nice White Parents Podcast Quiz

Tests:

- Korea Unit Test
- Modern China Research Test
- American Caste Test

State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
 - [Amistad Law](#)
 - [NJ Amistad Commission Interactive Curriculum](#)
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