

Course Expectations and Skills

1. Demonstrate ability in compiling resource material and preparing research projects.
2. Exhibit proficiency in speaking before a group
3. Become familiar with current events.
4. Develop literacy in civics as it is reflected in the on-going changes in contemporary society.
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. Develop skills in note-taking and outlining guided practice and repetition.
10. Explain the economic, political and social changes that occurred in world through the 20th and 21st centuries
11. Develop proficiency in writing essays.
12. Develop skills necessary for a successful college career.

Materials Needed

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

Resources

Textbooks: *Sources of Twentieth Global History*, 2014

The Twentieth Century; A Brief Global History, 2014

Grading Scale

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

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|--------------------------|---------------------------|
| - Major Assessments: 40% | - Projects: 15% |
| - Quizzes: 25% | - Homework/Classwork: 20% |

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Contemporary Studies

Course Number: 024400

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Contemporary Studies Unit I – The World at the Height of Imperialism</p> <p>Grade Level(s): 12</p>	<p>Unit Summary: As the world enters the twentieth century, it is poised for great changes. In 1900, over a quarter of the world land masses are owned by the U.S. or a few European countries. However, as the new century dawns, new ideas and new technologies will threaten and eventually destroy the old world powers and create a new power structure that will no longer allow, but will mimic, the old imperialist states.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How does new industrialization change modernized countries in the last part of the 1800's? • How do new political and philosophical theories impact governments around the world? • What drives counties to acquire colonies? • What role does colonization play in the early 20th century? • Why does WWI break out in 1914? • Why is it considered a global war? • What is the impact of new technology on the war? • How does the America's entrance and Russia's departure change the war? • What does the world look like after WWI? 	<p>Enduring Understanding(s): The modern world is irrevocably shaped by the repercussions of imperialism. One cannot study the modern world without understanding the subjugation and design of Third World countries in Africa and Asia, as well as Latin America, and ignore the study of global imperialism.</p> <p>New World Views</p> <ul style="list-style-type: none"> • The growth of new markets and the access to new media and technology propel many countries to make changes in their governments, while other countries retreat into the past. • New philosophies emerge that challenge the old ways of empire. <p>Imperialism</p> <ul style="list-style-type: none"> • Europe had gathered many colonies over the last decades of the 1800's but two new players emerge on the world stage by 1900- the U.S. and Japan. • Mother Countries vary in their treatment of the colonies but all engender a sense of resentment in the colonies and create independence movements both in the colonies and in the mother countries. <p>WWI</p> <ul style="list-style-type: none"> • A relatively unknown man is assassinated and this forces an explosion of long held grudges, which result in a world war. • New technologies create massive casualties on all fronts of the war. • The entrance of America into the war changes both the world and the U.S. • As the war concludes, old empires implode and are replaced by new governments, some of which will last for decades and some of which will not survive the Depression.

- How does the Versailles Treaty create the conditions necessary for the rise of dictators?
- How do new communist and fascist leaders influence world politics?
- Why does the Great Depression destroy the many of the new democracies?
- What causes countries to become aggressive after only a short period of peace?
- What policies promote appeasement? Intervention?
- How do the new technologies affect the outcome of WWII?
- How does the participation of the Soviet Union and America change the war?
- How is the rest of the 20th century changed by the results of WWII?

- Some colonies continue to fight for independence during WWI.
- The severity of the Versailles Treaty creates fertile ground for the rise of dictators and eventually WWII.

Communism and Fascism

- At the end of the war, the U.S.S.R. is created as a communist dictatorship, while Germany and some Eastern European countries experience communist uprisings.
- New governments emerge in China, Japan and the Middle East.
- The first country to become fascist is Italy.
- The Crash and the Great Depression open the door for fascism in Germany and Spain, and destroy nascent democracies in other countries.

WWII

- Vanquished governments sought revenge on smaller weaker countries, as well as larger adversaries.
- A crucial skill for governments was to know when to appease and when to intervene.
- New technologies in both war and medicine greatly affected the outcome of the war.
- American intervention into WWII proved crucial in world history.
- All peoples must remember the lessons of the Holocaust.
- At war's end, democracies rushed into fill the vacuums of leadership, as did totalitarian governments.
- WWII was an economic, military and humanitarian catastrophe for much of the world; what emerged will direct world policies for the next 45 years.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJCCCS or CCSS
1. Recall the causes and effects of the New Industrialization in America and Europe.	1. 6.2.12.B.3.b 6.2.12.C.3.b
2. Analyze the different political philosophies of the late 19 th century.	6.2.12.C.3.c
3. Read and critique the impact of such writers as Freud, Nietzsche, Darwin and Marx.	RH. 11-12.6
4. Examine the rise of and the results of the New Imperialism at the beginning of the 20 th century.	2. 6.2.12.D.3.a 3. 6.2.12.D.3.a RH.11-12.9
5. Debate the pros and cons of Western imperialism.	4. 6.2.12.A.3.g
6. Analyze the cartoons, poetry and culture that supported imperialism.	RH.11-12.6
7. Assess the impact of imperialism on Europe, Asia, Africa and the U.S.	5. 6.2.12.A.3.g
8. Analyze the types of governments, economies, religions, societies and colonies of the western world.	RH.11-12.1
9. List and explain the five traditional causes of WWI.	6. WHST. 9-10.1.e
10. Research a battle of the war.	7. 6.2.12.D.3.e
11. Analyze the impact of the two Russian Revolutions.	8. WST.11-12.8
12. Critique the independence movements during the war.	9. 6.2.12.D.4.a
13. Compare and contrast the messages of wartime propaganda.	10. RH.11-12.9
14. Predict the repercussions of the Versailles Treaty.	WHST.9-10.7
15. Read and analyze excerpts from <i>Mein Kampf</i> and <i>The Communist Manifesto</i> .	11. 6.2.12.D.4.c
16. Examine the rise of the communist state in the U.S.S.R.	12. 6.2.12.D.4.f RH.11-12.6
17. Explain the new types of governments in Eastern Europe.	13. 6.2.12.D.4.j
18. Map out the new Middle East.	RH.11-12.6
19. Predict the outcomes of the rise of Japan and the beginnings of communism in China.	WHST.9-10.2f
20. Evaluate the criticisms of capitalism during the Great Depression.	14. 6.2.12.D.4.b
21. Examine the early events on Asia and Europe that led to WWII.	15. RH.11-12.8
22. Debate the positions of Churchill and Chamberlain in 1938.	16. 6.2.12.B.4.a
23. Examine Japanese atrocities in Asia.	17. 6.2.12.B.4.a
24. Research a battle of the war.	18. 6.2.12.B.4.c
25. Assess the impact of America's entrance into the war.	19. 6.2.12.D.4.c
26. Critique the rationale for dropping the atomic bombs.	20. 6.2.12.C.4.a
27. Analyze the results of WWII.	RH.11-12.3
28. Examine the dissolution of empires after WWII and the rise of the two superpowers.	21. 6.2.12.D.4.d
29. Summarize and present current events (quarterly).	22. RH.11-12.6
30. Research and complete ongoing project – (TBD each year).	23. RH.11-12.8
	24. RH.11-12.9
	WHST.9-10.7
	25. 6.2.12.B.4.b
	26. 6.2.12.D.4.e
	27. RH.11-12.8

	<p>28. 6.2.12.B.4.d</p> <p>29. 6.2.12.D.4.h</p> <p>30. RH.11-12.9 WHST.11-12.8</p> <p>31. RH.11-12.9 WHST.11-12.8 WHST.9-10.9 WHST.9-10.10</p>
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Inter-Disciplinary Connections:

Art: Analyze political cartoons from imperialism
Art: Debate WWI propaganda
Art: Debate WWI art from Europe
Art: Analyze WWII propaganda
English: assorted writings and poems from imperialism
English: assorted poems from WWI
Geography: Compare and contrast world maps of 1900 and 2000
Geography: Examine maps from WWI and WWII
Math: Analyze graphs of Titanic survivors
Math: Examine Flu pandemic statistics
Technology: research a battle from WWI
Technology: turnitin.com
Film: Gallipoli (parts)
 The Rise and fall of the Third Reich (parts)
 The Gathering Storm
 The Atomic Café (parts)

Students will engage with the following text:

The Twentieth Century: A Brief Global History - 2014
Sources of Twentieth Century History - 2014
 The Origins of the New Century
 "God is dead...we have killed him" by Friedrich Nietzsche
 "Speech to the Indian National Congress" by Bal Gangadhar Tilak
 "Speech before the French Chamber of Deputies" by Jules Ferry
 "Gunga Din" and "Fuzzy Wuzzy" by Rudyard Kipling
 Records of the Maji-Maji Uprising (German East Africa)
 "The Open Door Policy" by John Hay
 Rhodes Memorial Lecture by Jan Smuts
 "The Soldier" by Rupert Brooke

"An Irish Airman Foresees his Death" by WB Yeats

"Dulce Et Decorum Est" by Wilfred Owen

"Anthem for Doomed Youth" by Winfred Owen

"In Flanders Field" by John McCrae

"Grass" by Carl Sandberg

"Lessons from the 1918 Flu" by John Barry

The Irish Declaration of Independence

The Balfour Declaration

"Forging the Soviet State" by Vladimir Lenin

Mein Kampf by Adolf Hitler (parts)

The Communist Manifesto by Marx and Engels (parts)

"Report on the Investigation of the Peasant Movement" by Mao Zedong

"The Renew Deal" by David M. Kennedy

"The Search for 'Peace in our Times'" by Neville Chamberlain

"Speech to Parliament - October 5, 1938" by Winston Churchill

"Counting Textbook Distortion: War Atrocities in Asia: 1937-45" by Yali Zhao and John D. Hoge

"The Decision to use the Atomic Bomb" by Henry Stimson

Hard Times and *The Good War* by Studs Terkel (parts)

Students will write:

Cornell Notes for units

Analysis essays to multiple primary sources listed above

Debate Notes

Short research paper on WWI and WWII

Short research paper on varying propagandas

Short film analysis

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct lecture: all units will include lecture to help prepare students for college atmosphere

Cornell Notes on the lectures or their own notes from readings

Socratic Seminars: suggested topics

Zinn

How did industrialization influence imperialism?

Why is Nietzsche important?

Debates: suggested topics

Pros and Cons of Imperialism

Choices Program: Wilson and the League of Nations Debate

Appeasement V. Interventionism

Should the U.S. have dropped the Atomic Bomb?

Analysis of Primary Sources:

Imperialism cartoons

WWI propaganda

Cartoons on the failure of the League of Nations

WWII propaganda

Demonstration:

APPs from CNN, Zite and Flipboard for daily current events

Letters and newspapers from WWI

Artifacts and newspapers from WWII

Small group cooperative learning:

Group work on graphic organizers for important countries in 1900

Pair/share work on creating WWI posters

Group/share present individual WWI and WWII projects

Group/share present current events papers

Group/share creating and presenting debates

Pair/share work on creating WWII propaganda

Film Analysis:

The Gathering Storm

The Atomic Café

Band of Brothers

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Research project on a battle from WWI (creating, evaluating, analyzing, applying)
Research project on a battle from WWII (creating, evaluating, analyzing)
Objective/short answer quiz half way through each chapter (applying, remembering, analyzing)
Quarterly Current Event presentations (creating, evaluating, analyzing)

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support
Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Summative Assessments:

Unit tests (essay tests) (remembering, applying, analyzing, evaluating)

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support
Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Performance Assessments:

Presentations of Current Events
Debates
Presentations of short research projects

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support

Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Course Name: Contemporary Studies**Course Number: 024400****PART I: UNIT RATIONALE****WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?**

Course/Unit Title: Contemporary Studies – Unit II: The Cold War and the Post-Colonial World	Unit Summary: Out of the ashes of WWII, emerge two nuclear superpowers and two diametrically opposed views of future history. As the world divides into two camps, many new countries are created from the old empires. Most of them are unprepared for self-rule and must align themselves with either the U.S. or the U.S.S.R. In addition, as the world begins the 21 st century, multiculturalism, immigration, environmentalism, changing populations and terrorism present new problems for all people.
Grade Level(s): 12	(Continued from above)
Essential Question(s): <ul style="list-style-type: none"> • How does the world recover from the cataclysm of WWII? • How is justice served on an international basis? • How is the world and history affected when only two superpowers exist? • Why do the two new superpowers threaten each other? • How are rising nationalism, de-colonization and the Cold War interconnected? • What worldwide pressures eventually end communism in the U.S.S.R.? • Why does communism continue to succeed in some countries? • How do grassroots groups effectively alter politics, economics and whole societies? • How will the world deal with a future in which small groups sponsor holocausts and terrorism? 	Enduring Understanding(s): The worst war in history is over but the world must confront a long period of Cold War and decolonization, which will lead to new problems in the 21 st century. The Cold War: 1945-62 <ul style="list-style-type: none"> • Setting into place a mechanism for international justice is essential to the future peace of the world. • The world divides in half as the Cold War escalates and sometimes turns into a hot war. • Many new countries emerge who need aid; they will follow the superpower who is most generous with time, money, materials and weapons. The Cold War: 1962-1990 <ul style="list-style-type: none"> • Though the world is still divided, the Cold War deescalates and eventually ends. • New countries continue to emerge and continue to need assistance. • Competition for scarce resources, and old hatreds, flare into localized wars and holocausts as the 20th century ends. The World: 1990-Present <ul style="list-style-type: none"> • Recessions, revolutions, holocausts, vast movements of people, disease, environmental issues and terrorism confront the new century, as some countries strive for representative governments.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
1. Examine the new maps of the world after WWII.	1. 6.2.12.B.4.d
2. Recall the results of WWII.	2. 6.2.12.C.4.c
3. Examine the formation of the UN.	3. 6.2.12.A.5.b
4. Identify the origins of the Cold War.	4. 6.2.12.A.5.a
5. Debate Kennan and Novikov.	5. RH.11-12.8
6. Assess the impact of Russian domination of Eastern Europe.	WHST.11-12.8
7. Compare and contrast both the American and Soviet efforts to support their satellites.	6. 6.2.12.B.5.a
8. Evaluate the impact of the communist revolution in China.	7. 6.2.12.B.5.b
9. Critique the failures and the successes of the partition of India.	8. 6.2.12.C.5.e
10. Debate the role of imperialist powers and indigenous people in decolonization.	9. 6.2.12.A.5.c
11. Recall the causes and effects of the Korean War.	6.2.12.D.5.b
12. Analyze the historiography of the events of the early Cold War.	RH.11-12.6
13. Assess the U.S. policies to fight communism in Latin America and their results.	10. 6.2.12.B.5.d
14. Describe the impact of the Bay of Pigs and the Cuban Missile Crisis on world politics.	RH.11-12.6
15. Research a battle or turning point in the Vietnam War.	RH.11-12.8
16. Evaluate the impact of the Vietnam War and its results on the U.S., Asia and Europe.	11. 6.2.12.B.5.a
17. Critique the debate between the U.S. and North Vietnam on the Vietnam War.	RH.11-12.3
18. Explain the impact of the Cultural Revolution on China.	12. RH.11-12.8
19. Analyze cartoons from the Cultural Revolution.	WHST.9-10.1e
20. Compare and contrast the impact of the Cold War on Africa and the Middle East.	13. 6.2.12.B.5.a
21. Predict the outcome of the Russian invasion of Afghanistan.	6.2.12.D.5.a
22. Evaluate the reasons for the end of the Cold War.	14. 6.2.12.B.5.a
23. Examine the interconnection with the break-up of colonies to new holocausts in Africa, Eastern Europe and Asia.	15. RH.11-12.9
24. Critique the terrorism of the modern era.	WHST. 9-10.7
25. Summarize and present current events (quarterly).	16. 6.2.12.B.5.d
26. Examine the structure of a book review.	17. RH.11-12.6
27. Evaluate a book on modern Africa (book review).	RH.11-12.8
28. Research and complete ongoing project – TBD.	18. 6.2.12.C.5.e
	19. RH.11-12.2
	20. 6.2.12.D.5.a
	21. 6.2.12.D.5.a
	22. 6.2.12.B.5.b
	23. 6.2.12.A.5.d
	24. 6.2.12.B.5.e
	25. RH.11-12.5
	26. RH.11-12.5
	WHST.9-10.4

27. RH.11-12.9

WHST.11-12.8

28.WHST.11-12.8

Inter-Disciplinary Connections:

Art: Analyze political cartoons from the Cultural Revolution and Modern China

Art: Analyze Soviet and American propaganda

English: Critique assorted writings from the Cultural Revolution

English: Read memoir and write book review

Geography: Compare and contrast world maps from before and after the Cold War

Geography: Examine maps of Korean and Vietnam Wars

Technology: research a battle from Vietnam

Technology: turnitin.com

Film: *The Atomic Café* (parts)

The Best Years of their Lives (parts)

Bright, Shining Lie

YouTube videos: (suggested)

Reagan: Tear Down this Wall

Video and audio clips from Ishmael Beal

Students will engage with the following text:

The Twentieth Century: A Brief Global History - 2014

Sources of Twentieth Century History - 2014

"The Long Telegram" by George Kennan

"Telegram - September 27, 1947" by Nikolai Novikov

"The Decision to Use the Atomic Bomb" by Henry Stimson

British Debate in the House of Commons to free India

"Indian Home Rule" by Mohandas Gandhi

"Speech to the Muslim League" by Muhammad Ali Jinnah

"Speeches and Writings" by Jawaharal Nehru

"France lets go of Algeria" by Charles DeGaulle

The Palestinian National Charter

"Speech to the United Nations General Assembly by Chaim Herzog

The Brezhnev Doctrine

"One Hundred Items for Destroying the Old and Establishing the New" (Mao's Little Red Book)

Poster Art from the Cultural Revolution

"Create One, Two, Three Vietnams" by Che Guevara

"If they're making maps, they're preparing for war" by Ngo Vinh Long

"The Wound that would not Heal" by Paul Witteman

The Church Committee Report on Covert Actions (CIA) in Chile

Two Perspectives on the War in Vietnam by Lyndon B. Johnson and Ho Chi Minh

“Perestroika” by Mikhail Gorbachev

***A Long Way Gone* by Ishmael Beal**

Students will write:

Cornell Notes for units.

Analysis essays to multiple primary sources listed above.

Debate Notes.

Short research paper on the Vietnam War.

Short research paper on varying propagandas.

Short film analysis.

Group research project.

Book Review.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct lecture: all units will include lecture to help prepare students for college atmosphere

Cornell Notes on the lectures or their own notes from readings

Socratic Seminars: suggested topics

Zinn

How does the Cold War affect the U.S. and the U.S.S.R?

Why is the rise of nationalism so important here?

Debates: suggested topics

The views of the U.S. and the U.S.S.R. on the Cold War

Britain V India and the end of imperialism

The U.S. entry into the Korean War and the Vietnam War

Literature Circle:

A Long Way Gone

Analysis of Primary Sources:

Cultural Revolution and Modern China cartoons

American and Soviet Propaganda

Demonstration:

APPs from CNN, Zite and Flipboard for daily current events

Small group cooperative learning:

Pair/share work on creating anti and pro- Soviet posters

Group/share present individual Vietnam projects

Group/share present current events papers

Group/share creating and presenting debates

Film Analysis:

The Atomic Café

The Best Years of their Lives

Bright Shining Lie

You Tube Videos: (suggested)

Reagan – Tear Down this Wall

Fall of the Berlin Wall - 1989

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Research project on Vietnam War (creating, evaluating, analyzing, applying)
Research project on modern propaganda (creating, evaluating, analyzing, applying)
Objective/short answer quiz half way through every chapter (applying, remembering, analyzing)
Quarterly Current Event presentations (creating, evaluating, analyzing)

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support
Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Summative Assessments:

Unit tests (essay tests) (remembering, applying, analyzing, evaluating)

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support
Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Performance Assessments:

Presentations of Current Events
Debates
Presentations of short research projects
Presentation of Book Reviews

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support
Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Contemporary Studies

Course Number: 024400

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Contemporary Studies – Unit III - The Third World and the Politics of Poverty</p>	<p>Unit Summary: As colonies gain their independence, they are confronted with multiple problems for which they were unprepared. Artificially drawn borders lead to conflicts. Lack of resources lead to poverty, famine, lawlessness and civil wars.</p>
<p>Grade Level(s): 12</p>	<p>Disease threatens to depopulate an entire continent. Mass migrations put additional stress on already poor countries. The revival of religious fundamentalism contributes heavily to the new age of terrorism. Drugs, poverty and gangs are other forms of terrorism, not necessarily limited to the Third World.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How do long suppressed peoples gain rights? • What role does religion play in modern terrorism? • What are the factors that contribute to successful governments? To failed governments? • What role did Western and Soviet intervention play in the present day problems of Asia and the Middle East? • How does the world respond to religious militants? • Why is China the next superpower? • How does the world respond to nuclear threats? • Do decades of independence always create stable, democratic 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • Civil wars, disease, famine, religious fundamentalism and terrorism confront the former colonies as they attempt to rise from Third World status countries and gain economic independence and political freedoms. <p>Modern Africa</p> <ul style="list-style-type: none"> • Years of dictatorship and lack of human rights lead to the Arab Spring. • Religious clashes between Northern Africa and Sub-Saharan Africa result in wars and terrorism. • Failed governments on both the east and west coasts of Africa create power vacuums. • Apartheid continued into the late 20th century but was eventually outlawed. • Long term dictators continue to exert their will on some countries. • Disease and ignorance are destroying entire generations of Africans. <p>Modern Asia and the Middle East</p> <ul style="list-style-type: none"> • Western drawn borders and partitions of countries in Asia and the Middle East continue to create wars and terrorism. • Western and Soviet intervention into these areas has proved counterproductive. • A nuclear Iran, an ISIS led theocracy in Iraq and a war between Gaza and Israel are present threats to world peace. • Modern China takes its role as a military and economic superpower in the late 20th century. • The economic rise and fall of Japan may be a lesson to other countries. • North Korea continues to be a threat to peace in the Pacific.

governments?

- When governments fail to provide human rights, what philosophies or belief systems will step into the vacuum?
- How will the U.S. respond to the immigration and drug problems on its border?
- How did the fast food industry evolve?
- How has the fast food industry completely remade societies? |

Modern Latin America

- U.S. interventions into Latin America over a century have created tensions and resulted in many problems for both areas.
- Many Latin American countries have abandoned their dictatorships of the mid-twentieth century and have embraced democracy.
- The Catholic Church is very powerful in Latin America and has played a controversial role in many governments.
- Parts of Central America and Mexico continue to experience devastating drug wars and obscenely high murder rates.

Politics of Poverty and Food

- The U.S. provides an enormous amount of agricultural products to the world and yet many Americans remain food insecure.
- Processed food and fast food are sometimes the only choices available to those living in poverty. |

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJCCCS or CCSS
1. Identify the countries of Africa.	1. 6.2.12.A.5.c
2. Research a country in Africa.	2. WHST.9-10.7
3. Discuss the modern problems of Africa.	3. 6.2.12.A.6.b
4. Discuss the rise of modern states in North Africa.	4. 6.2.12.A.5.c
5. Identify the leaders of North Africa.	5. 6.2.12.D.5.a
6. Evaluate films on the beginning of the Arab Spring in Tunisia.	6. RH.11-12.8
7. Analyze and predict the repercussions of the revolutions spreading through North Africa and the Middle East.	WHST.9-10.1.e
8. Differentiate between the societies of Northern Africa and Sub-Saharan Africa.	7. RH.11-12.7
9. Assess the role of religion in regional conflicts in this area.	8. 6.2.12.A.6.b
10. Research the role of organizations such as Boko Haram and Kony.	6.2.12.C.6.b
11. Analyze the impact of the failed 2011 elections in the Ivory Coast.	9. 6.2.12.A.6.d
12. Draw conclusions for Western Africa using information from <i>A Long Way Gone</i> .	6.2.12.A.6.c
13. Examine the role of lawlessness and terrorism in Somalia and on the Horn of Africa.	10. RH.11-12.6
14. Evaluate the role of modern day pirates in the Persian Gulf.	WHST.9-10.1.e
15. Examine the problems of long term dictatorships in Africa, i.e. Zimbabwe.	11. 6.2.12.C.5.d
16. Compare and contrast Central Africa to Southern Africa	12. RH.11-12.8
17. Explain the effects of apartheid.	WHST.9-10.3
18. Debate the role of Western Countries, including the U.S., in solving the problems of Africa.	13. 6.2.12.A.5.d
19. Assess the impact of AIDS, disease, famine and civil war on the continent.	RH.11-12.2
20. Evaluate the future of this continent.	14. 6.2.12.A.5.d
21. Identify the countries of the Middle East and Asia.	RH.11-12.2
22. Research a country in the Middle East or Asia.	15. 6.2.12.D.5.a
23. Reassess the impact of colonialism on these countries.	16. 6.2.12.C.6.b
24. Examine the creation of the independent countries on the Indian Subcontinent.	17. 6.2.12.D.5.a
25. Explain the modern governments of the Indian Subcontinent.	18. 6.2.12.A.5.b
26. Examine the policies of the U.S. in Afghanistan and Pakistan after 9/11.	6.2.12.C.6.a
27. Debate the ability of Afghanistan and Pakistan to rule themselves and become free of terrorism.	19. RH.11-12.9
28. Review the repercussions of the U.S. support for the Shah in 1979.	6.2.12.B.6.a
29. Analyze the outcome of the U.S.S.R.-Afghan War in the 1980's.	20. WHST.9-10.2.f
30. Critique the creation of the Taliban.	21. 6.2.12.A.5.c
31. Review the First Gulf War.	22. WHST.9-10.7
32. Review the events of 9/11.	23. 6.2.12.D.5.a

33. Assess the rise of a nuclear Iran.	30. 6.2.12.B.5.a
34. Debate the U.S. incursion into Iraq in 2003.	31. 6.2.12.A.6.B RH.11-12.2
35. Debate the outcome of the ISIS invasion of Iraq in 2014.	32. RH.11-12.3
36. Reconstruct the problems in the Middle East since WWII.	33. 6.2.12.C.6.d
37. Debate the problems between Israel and Palestine.	34. RH.11-12.7
38. Examine the establishment of Gaza and the rise of Hamas vs. the PLO.	35. RH.11-12.7
39. Discuss this ongoing conflict in the summer of 2014.	36. 6.2.12.A.5.c
40. Review the U.S. policies in the Philippines and the rise and fall of the Marcos couple.	37. RH.11-12.8 WHST.9-10.2.f
41. Review the Cultural Revolution and the rise of modern China.	38. RH.11-12.5
42. Assess the rising economic power of China.	39. RH.11-12.9
43. Debate the implications for the world of Japan's Lost Decade.	40. 6.2.12.D.5.a
44. Examine the problems of nuclear energy in Japan.	41. 6.2.12.C.5.e
45. Examine the role of North Korea in world politics.	42. 6.2.12.C.5.e
46. Predict the future for the Middle East and Asia.	43. RH.11-12.2
47. Identify the countries of Latin America.	44. 6.2.12.C.6.d
48. Research a country in Latin America.	45. 6.2.12.B.5.a
49. Review the U.S. – Latin American relationship in the 19 th and 20 th centuries.	46. WHST.9-10.2.f
50. Examine the rise of democracy in Mexico.	47. 6.2.12.B.5.a
51. Analyze the governments and societies of Brazil, Argentina and Chile.	48. WHST.9-10.7
52. Critique the relationship between Bush and Chavez in Venezuela.	49. 6.2.12.D.5.a
53. Review U.S. policy toward Cuba since 1959.	50. 6.2.12.B.6.a
54. Critique the new Cuba and predict the future after the death of the Castro brothers.	51. 6.2.12.C.5.d
55. Evaluate the CIA incursion into Guatemala in 1954.	52. 6.2.12.C.5.f RH.11-12.5
56. Debate the rise of Liberation Theology in Latin America.	53. 6.2.12.C.5.b
57. Explain the civil war in El Salvador.	54. 6.2.12.C.5.b RH.11-12.6
58. Assess the impact of the Iran-Contra Affair on world politics.	55. 6.2.12.A.5.a
59. Debate the issues facing Mexico and Central America and their impact on the U.S. immigration policies, especially in the summer of 2014.	56. RH.11-12.5 WHST.9-10.2.f
60. Predict the future for Latin America.	57. 6.2.12.C.5.b
61. Summarize and present current events (quarterly).	58. 6.2.12.B.5.a
62. Examine the structure of a book review.	59. 6.2.12.B.6.a RH.11-12.9
63. Evaluate a non-fiction text (book review).	60. WHST.9-10.2.f
64. Research the role of fast food in the modern world.	61. RH.11-12.5 WHST.11-12.8
65. Present ongoing project – TBD each year.	62. RH.11-12.5 WHST.9-10.4
	63. RH.11-12.8 RH.11-12.9

	64. RH.11-12.9 65. WHST.11-12.8
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Inter-Disciplinary Connections:

Art: Analyze art from early 20th century Mexican muralists

English: Read non-fiction book and write book review

Math: Compare and contrast statistics from "A Region in Turmoil" (North Africa and the Middle East)

Geography: Compare and contrast maps of Africa from 1900 and present day

Geography: Compare and contrast maps of Asia and the Middle East from 1900 and present day

Geography: Identify the countries of Africa, Asia, the Middle East and Latin America

Technology: Research a country in Africa

Technology: Research a country in Asia or the Middle East

Technology: Research a country in Latin America

Technology: turnitin.com

Technology: Maps of Africa, Asia, the Middle East and Latin America

Technology: Major presentation using PowerPoint or Prezi or videos

Film: *Black Hawk Down*

Captain Phillips (trailer)

YouTube videos: (suggested)

- Arab Spring
- AIDS in Africa
- Young Boy with AIDS who inspired a president
- Biography of Nelson Mandela
- Henry V: Band of Brothers Speech
- Video and Audio clips from Ishmael Beal
- Tiananmen Square – 1989
- The Cultural Revolution
- Tsunami in Iwaki City
- Iranian Hostage Crisis - 1979
- The Persian Gulf War – 1990-91
- Argentina's Dirty War
- Biography of Bishop Romero
- News report on Pope Francis
- What are chicken nuggets made of?
- Jamie Oliver's Lunch Revolution
- What Food says about Class in America
- Fast Food Facts
- How much fast food is sold every second?
- Pink Slime Taste test

Students will engage with the following text:

The Twentieth Century: A Brief Global History - 2014

Sources of Twentieth Century History - 2014

Statements from General Idi Amin and the Ugandan Army

"The Rivonia Trial Speech" by Nelson Mandela

"Playing by Mogadishu Rules" by Michael Elliott (*Time* - April 7, 2003)

"The Plague Years" by Jeffrey Bartholet, etal (*Newsweek* - January 17, 2000)

"AIDS Crushes a Continent" by George Will (*Newsweek* - January 17, 2000)

"Fighting the Disease: What can be done" by Geoffrey Cowley, etal. (*Newsweek* - January 17, 2000)

"Hustling for Corpses" by Tom Masland (*Newsweek* - January 17, 2000)

"The \$10 solution" by Jeffrey D. Sachs (*Newsweek* – January 15, 2007)

"Rebel Leaders convicted of multiple atrocities" by Clarence Roy- Macaulay (*The Philadelphia Inquirer* – February 26, 2009)

"St. Crispin's Day Speech" by William Shakespeare

The Palestinian National Charter

"Speech to the United Nations General Assembly" by Chaim Herzog

"Speeches and Writings" by Jawaharal Nehru

"A radical change in why the US fights war" by Dick Polman (*The Philadelphia Inquirer* - March 17, 2003)

"Torture's Terrible Toll" by John McCain (*Newsweek* – November 21, 2005)

"Japan's Lost Decades – and Ours?" by Robert J. Samuelson (*The Washington Post* – March 11, 2012)

"A Region in Turmoil" (*The Philadelphia Inquirer* – March 3, 2011)

I am Malala by Malala Yousafzai (parts)

Final Document of the Third General Conference of the Latin American Episcopate

The Church Committee Report on Covert Actions in Chile – 1963 - 1973

"Fight for the Forrest" by Chico Mendes

"Dance of the Cubans" by Adrian Campo-Flores (*Newsweek* - March 10, 2003)

"Latin America after Chavez" by Luiz Inacio Lula da Silva (*New York Times* – March 6, 2013)

Fast Food Nation by Eric Schlosser

The American Way of Eating by Tracie McMillan

Students will write:

Cornell Notes for units.
Analysis essays to multiple primary sources listed above.
Debate Notes.
Short research paper on a country in Africa
Short research paper on a country in Asia or the Middle East
Short film analysis.
Book Review.
Project - TBD

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

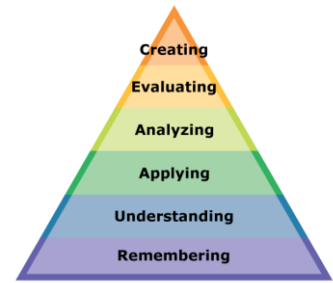
DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct lecture: all units will include lecture to help prepare students for college atmosphere
Cornell Notes on the lectures or their own notes from readings
Socratic Seminars: suggested topics
 Zinn
 The 1968 revolutions across the world
 The future of the Arab Spring
Debates: suggested topics
 The rise and fall of Liberation Theology in Latin America
 How to solve the massive problems of Africa
 The effects of U.S. intervention in Latin America and the Middle East – 1950-1980
 Palestine V Israel
Literature Circle:
 Fast Food Nation or *The American Way of Eating*
Demonstration:
 APPs from CNN, Zite and Flipboard for daily current events
Small group cooperative learning:
 Group/share present individual Africa projects
 Group/share present individual Asia/Middle East projects
 Group/share present current events papers
 Group/share creating and presenting debates
 Group/share creating and presenting major projects
Film Analysis:
 Black Hawk Down
 Argo

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Research projects on a country in Africa (creating, evaluating, analyzing, applying)
Research project on a country in Asia / Middle East (creating, evaluating, analyzing, applying)
Research project on a country in Latin America (creating, evaluating, analyzing, applying)
Objective/short answer quiz half way through every chapter (applying, remembering, analyzing)
Quarterly Current Event presentations (creating, evaluating, analyzing)

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support
Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Summative Assessments:

Unit tests (essay tests) (remembering, applying, analyzing, evaluating)

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support
Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Performance Assessments:

Presentations of Current Events
Debates
Presentations of short research projects
Presentation of Book Reviews
Presentation of major project

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support

Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Contemporary Studies

Course Number: 02440

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Contemporary Studies – Unit IV – Genocides and the Politics of Ignorance</p>	<p>Unit Summary: Both the twentieth and twenty-first centuries begin in violence. Ancient, festering hatreds are unleashed through wars and by legitimate governments. The revival of religious fundamentalism leads to a new age of terrorism. Yet, as we move further into the 21st century, the world is truly growing smaller and more connected.</p>
<p>Grade Level(s): 12</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What leads to genocides? • Why do some areas live in peace for centuries and then erupt in terrible violence? • What lessons do we learn from modern genocides? • What causes people or groups to engage in terrorism? • How does the world solve the problems that promote terrorism? • Is a globalized society the only future for the world? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • The world is again forced to deal with the old horrors of genocides and the new horrors of terrorism, as it continues to become more globalized. <p>Holocausts and Genocides</p> <ul style="list-style-type: none"> • The demise of the Ottoman Empire leads to the Armenian Holocaust. • Stalin’s rise to power and his desire to move the Soviet Union into the 20th century create multiple genocides in the U.S.S.R. • Hitler and the Nazis are responsible for the worst holocaust in modern history. • Ongoing wars and civil unrest, as well as lack of resources and religion, lead to multiple holocaust in Europe, Asia and Africa in the last part of the 20th century. <p>Terrorism</p> <ul style="list-style-type: none"> • Terrorism is very old and usually contains elements that are both secular and religious. • Multiple groups use terrorism to accomplish political, economic and social goals. • The Iranian Hostage begins a renewed era of religious terrorism. • September 11 becomes a defining moment in modern terrorism. • Since the beginning of the 21st century, many groups have emerged to terrorize peoples around the world. <p>A Global Society</p> <ul style="list-style-type: none"> • At the end of the 20th century, several new economic and political organizations are created for the purpose of promoting a more global society. • These new organizations sometimes conflict with old hatreds and can create a sense of a loss of national identity.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJCCCS or CCSS
1. Review terrorism through modern times.	1. 6.2.12.A.4.c
2. Identify the holocausts of the 20 th century.	2. 6.2.12.A.4.c
3. Analyze the reasons for genocide.	RH.11-12.1
4. Research and present a specific holocaust.	3. 6.2.12.A.4.c
5. Review the Boer War and the creation of the concentration camps.	6.2.12.A.4.d
6. Debate the controversies surrounding the Armenian genocide.	4. WHST.9-10.7
7. Examine the results of the Soviet holocausts: the pogroms, the Kulaks, the Purges and Stalin's Five Year Plans.	5. 6.2.12.C.3.e
8. Review the causes of the Jewish Holocaust.	6. 6.2.12.D.4.i
9. Describe the Jewish Holocaust both before and during WWII.	RH.11-12.9
10. Examine the causes and effects of the Cambodian Holocaust.	7. 6.2.12.A.4.c
11. Debate the role of the U.S. in the Cambodian Holocaust.	RH.11-12.8
12. Assess the impact of the massacre of the Kurds on Middle Eastern politics.	8. 6.2.12.A.4.c
13. Examine the causes and effects of the ethnic cleansing in Serbia.	RH.11-12.5
14. Examine the impact of the Rwandan massacre in the context of present day African politics.	9. 6.2.12.A.4.c
15. Debate the causes and on-going results of the civil war in Sudan and the Darfur massacre.	WHST.9-10.3
16. Review terrorism throughout history.	10. 6.12.12.A.5.d
17. Debate what qualifies as terrorism and what does not.	11. 6.2.12.A.5.d
18. Differentiate between the types of terrorism.	6.2.12.A.6.d
19. Research and present a specific incidence of modern terrorism.	12. 6.2.12.A.5.d
20. Review the major religions of the world.	13. 6.2.12.A.5.d
21. Debate the Just War theory.	RH.11-12.5
22. Analyze the importance of the role of the Iranian Hostage Affair in modern terrorism.	14. 6.2.12.A.5.d
23. Examine domestic (U.S.) terrorism.	RH.11-12.3
24. Identify examples of secular terrorism.	15. WHST.9-10.7
25. Explain examples of religious terrorism.	16. RH.11-12.9
26. Review the causes of and reactions to 9/11.	17. RH.11-12.9
27. Analyze the rise of groups such as Boko Haram and ISIS.	18. WHST.9-10.2.f
28. Critique the abilities of future governments to contain and fight terrorism.	19. WHST.9-10.7
29. Identify the causes for the new globalized society.	20. 6.2.12.A.5.a
30. Assess the impact of new organizations on the world: NAFTA, GATT and the European Union.	21. 6.2.12.A.5.a
31. Discuss the impact of the loss of cultural identity and the rise of multiculturalism.	22. 6.2.12.B.5.a
32. Discuss the rise of nuclear powers in the 21 st century.	23. 6.2.12.A.6.c
	24. 6.2.12.A.6.c
	25. 6.2.12.A.6.c
	26. 6.2.12.A.6.c
	6.2.12.A.6.d
	RH.11-12.6
	27. 6.2.12.A.6.b

<p>33. Analyze new democratic states.</p> <p>34. Research, conduct an interview and present an oral history.</p> <p>35. Summarize and present current events (quarterly).</p>	<p>28. 6.2.12.D.6.a</p> <p>29. 6.2.12.A.6.a</p> <p>30. 6.2.12.c.5.f</p> <p>31. 6.2.12.A.6.b 6.2.12.D.6.a RH.11-12.6</p> <p>32. 6.2.12.A.6.b</p> <p>33. 6.2.12.C.6.b</p> <p>34. RH.11-12.6 WHST.9-10.6</p> <p>35. RH.11-12.5 WHST.9-10.8</p>
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Inter-Disciplinary Connections:

Art: Analyze 9/11 political cartoons

English: Research and write an oral history

Math: Review statistics from holocausts and terrorism

Geography: Examine maps of locations of holocausts and acts of terrorism

Technology: Research a holocaust

Technology: Research a modern terrorism event

Technology: turnitin.com

Film: *Escape From Sobibor*

The Killing Fields

The Laramie Project (one part)

9/11: In Memoriam

Taking Chance

When the Levees Failed

You Tube Videos: (suggested)

1972 Munich Olympics - 1972

Lockerbie Bombing - 1989

World Trade Center Bombing – 1993

Oklahoma City Bombing - 1995

George W. Bush Bullhorn video - 2011

9/11 Museum gets ready to open - 2014

Students will engage with the following text:

"Letter from Turkey" by Mary Graffram (1915)

"Posthumous Memoirs" by Talaat Pasha

"The Results of the First Five Year Plan" by Joseph Stalin

"Fuhrer, You Order; We Obey" by Rudolf Hoss

"B.F." Recollections

"Those saved from Nazis honor hero" by Christine Schiavo (*The Philadelphia Inquirer* - May 8, 2003)
The Nuremberg War Trials (reading)
"Roots of Genocide" by Andrew Purvis (*Time* - August 5, 1996)
"Serbia's Blood War" by TD Allman
"Season of Blood" by Fergal Keene
"Moral Injury" by Tony Dokoupil (*Newsweek* – December 10, 2012)
"An Agenda for the 1980's" by Jerry Falwell
"A Day to Remember – September 10, 2001 by Charles Phillips (*American History* – October, 2006)
"Report from Ground Zero" by Dennis Smith (*Irish America* April/May, 2002)
"Grateful Heart" by Jennifer Lin
"The Real Story of Flight 93" by Karen Breslau, Eleanor Clift and Evan Thomas (*Newsweek* December 3, 2001)
9/11 Report (parts)
"Twisting the young in the name of hate" by John Grogan (*The Philadelphia Inquirer*)
"The Harley Honor Guard" by David Van Biema (*Time*)
"Head Strong: Free and Hateful Speech vs. the Right to Gather" by Michael Smerconish (*The Philadelphia Inquirer*) – March 15, 2010
"Free Trade and the Decline of Democracy" by Ralph Nadar
"The Freedom I Mean" by Jorge Haider
"The Case against Immigration" Roy Beck
"Economic Miracles" by David Henderson
Silent Spring by Rachel Carson (parts)
America: Who Stole the Dream? by Bartlett and Steele (parts) |

Students will write:

Cornell Notes for units.
Analysis essays to multiple primary sources listed above.
Debate Notes.
Short research paper on a modern holocaust
Short research paper on an example of terrorism in the modern world
Short film analysis.
Oral History Project

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct lecture: all units will include lecture to help prepare students for college atmosphere

Cornell Notes on the lectures or their own notes from readings

Socratic Seminars: suggested topics

Zinn

The historical fight over revisionism history in holocausts

Debates: suggested topics

Was there a genocide in Turkey?

What is an example of terrorism?

How does the world respond to a globalized society?

Demonstration:

APPs from CNN, Zite and Flipboard for daily current events

Small group cooperative learning:

Group/share present individual holocaust projects

Group/share present terrorism projects

Group/share present current events papers

Group/share creating and presenting debates

Group/share creating and presenting oral history projects

Film Analysis:

Escape From Sobibor

The Killing Fields

***The Laramie Project* (one part)**

9/11: In Memoriam

Taking Chance

When the Levees Failed

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Research projects on holocausts of the 20th century (creating, evaluating, analyzing, applying)
Research projects on modern terrorism (creating, evaluating, analyzing, applying)
Objective/ short answer quiz half way through every chapter (applying, remembering, analyzing)
Quarterly Current Event presentations (creating, evaluating, analyzing)

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support
Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Summative Assessments:

Unit tests (essay tests) (remembering, applying, analyzing, evaluating)

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support
Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

Performance Assessments:

Presentations of Current Events
Debates
Presentations of short research projects
Presentation of Oral Histories

Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support

Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support