

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**  
**OFFICE OF CURRICULUM AND INSTRUCTION**  
**GLOBAL STUDIES MAGNET PROGRAM**

**HONORS REGIONAL STUDIES 2:  
ASIA AND AFRICA**

Grade Level: 12

Credits: 2.5

**BOARD OF EDUCATION ADOPTION DATE:  
AUGUST 27, 2018**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

# **FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

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## HONORS REGIONAL STUDIES 2: ASIA AND AFRICA

### COURSE PHILOSOPHY

*Honors Regional Studies 2: Africa and Asia* is a course in the Global Studies Magnet Program. A deep understanding of 20th century history as well as contemporary issues facing both Africa and Asia is created, fostered, and solidified. The course seeks to instill the skills and knowledge necessary to assess the direction and course of 21st century Africa and Asia, as well as to apply these understandings to analyze and evaluate current issues. A student leaving *Honors Regional Studies 2: Africa and Asia* will feel confident in evaluating any modern 21st century development while utilizing the context and framework provided in their previous assessments of political, social, cultural, and economic trends in the 20th century.

### COURSE DESCRIPTION

*Honors Regional Studies 2: Africa and Asia* is a course designed to expose Global Studies students to historical and contemporary political, social, cultural, and economic trends in Africa and Asia. Students will analyze the late-19th/early-20th century history of each region as it specifically relates to European influence, intervention, and imperialism and use these insights as an intellectual springboard for assessing modern challenges in both. The course covers areas of study ranging from the formulation of the modern boundaries of Africa and segments of Asia, the role of European powers on both continents, the unique nature of revolutions in each respective region, and the unique economic challenges facing Africa and Asia. *Honors Regional Studies 2: Africa and Asia* is an essential course in the larger curriculum of the Global Studies Magnet Program. Students will be introduced to several concepts, skills, and scenarios that will effectively prepare them for their future endeavors in the advanced social sciences.

## COURSE SUMMARY

### COURSE GOALS

CG1: Students will analyze political, social, economic, and cultural trends in targeted Asian and African societies, synthesizing original arguments about future trends.

CG2: Students will transfer their understanding of Asian and African history and contemporary geopolitics to design unique policy approaches to various challenges facing societies in each respective region.

### COURSE ENDURING UNDERSTANDINGS

### COURSE ESSENTIAL QUESTIONS

CEU1: The unique political, social, economic, and cultural features of a society shape its specific roles and responsibilities in a particular region.

CEQ1: What determines a society's responsibilities in the global community?

CEU2: The political organization of various world regions provides an essential framework for analyzing relationships in the modern world.

CEQ2: Can political trends transcend national boundaries?

CEQ3: Does geographic proximity necessarily promote cordial relations amongst states?

CEU3: Contemporary conditions in societies are often the by-products of unique historical contingencies.

CEQ4: To what extent does historical phenomena impact contemporary society?

**UNIT GOALS AND PACING**

UNIT TITLE	UNIT GOALS	DURATION
<a href="#">1: The Historical Foundations of Modern Regions: Africa and Asia since the 19th Century</a>	Students will analyze the unique histories of targeted regions in Africa and Asia and evaluate the extent to which their modern conditions are a byproduct of European imperialism and intervention.	28-32 sessions
<a href="#">2: Addressing Inequality: Designing Policy in the Developing World</a>	Students will design focused, comprehensive policy initiatives that address development challenges facing targeted African and Asian societies, while drawing on historical phenomena to properly contextualize the issue.	28-32 sessions

**HONORS REGIONAL STUDIES 2: ASIA AND AFRICA****DURATION:****UNIT 1: The Historical Foundations of Modern Regions: Africa and Asia since the 19th Century****28-32 sessions****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will analyze the unique histories of targeted regions in Africa and Asia and evaluate the extent to which their modern conditions are a byproduct of European imperialism and intervention.

**ENDURING UNDERSTANDINGS****ESSENTIAL QUESTIONS**

EU1: Debate exists over the degree to which contemporary trends in targeted regions in Africa and Asia are the product of Western imperialism and intervention.

EQ1: To what extent are conditions in contemporary societies the result of historic phenomena?

EU2: The unique political, social, economic, and cultural features of a society shape its specific roles and responsibilities in a particular region.

EQ2: What determines a society's responsibilities in the global community?

**UNIT LEARNING SCALE**

4	In addition to score 3 performances, the student can: <ul style="list-style-type: none"><li>● formulate theories about future trends in African and Asian societies based on contemporary and historical phenomena.</li></ul>
3	The student can: <ul style="list-style-type: none"><li>● identify and analyze patterns and historical trends in targeted African and Asian regions;</li><li>● cite evidence from various historical events to explain contemporary trends in African and Asian life;</li><li>● critically summarize key facets of African and Asian society.</li></ul>
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.



**COMMON ASSESSMENT**

ALIGNMENT	DESCRIPTION
6.2.12.B.3.a 6.3.12.D.1, 2 RH.11-12.9 WHST.11-12.7	<p>Students will engage in a comprehensive, multifaceted activity that ultimately seeks to investigate and analyze the political boundaries of modern Africa and how they correspond (or not) to both the history of European imperialism and the demographic data (i.e. ethnic groups, religious communities, linguistic geography, etc.) of the continent.</p> <ul style="list-style-type: none"><li>• Students, working in groups, will begin the assessment by engaging in research of modern demographic trends on the African continent. Research questions should include, but will not be limited to... What are some of the largest ethnic groups found in Africa and where are they located? Where are the major concentrations of Christians? Muslims? Animists? What language families are spoken throughout the African continent and where are they located?</li><li>• Students will then create a new map of Africa, irrespective of the political boundaries of the continent as currently constituted. Students will be advised to create new countries that better adhere to demographic realities on the ground. For each country created, students must provide an explanation that clearly stipulates why they drew the boundaries as such. Students should present their maps to the class and discuss similarities and differences amongst the various groups. Why do the boundaries exist? What considerations were at the fore of the decision-making process?</li><li>• A thorough comparative analysis of the student maps and the political map of contemporary Africa should be facilitated by the instructor. Students will be asked to identify differences and assess why said differences exist. Analyze the strengths and weaknesses of the fictional maps and the true map of Africa, relying heavily on historical data to bolster arguments and contentions.</li><li>• The culminating activity will be a mock conference that is meant to mirror the Berlin Conference of 1884, where the modern boundaries of Africa were delineated exclusively by European imperial powers. During the mock conference, students will have to work collaboratively to reach consensus on the new boundaries of the African continent. Students will draw on historical data and their newly-created maps to negotiate new political boundaries. Students will also identify contemporary African trends and address the impact European imperialism may or may not have had on them.</li></ul>

ALIGNMENT	DESCRIPTION
<p>6.2.12.B.3.a 6.3.12.D.1, 2 RH.11-12.9 WHST.11-12.7</p>	<p>Students will engage in a comprehensive, multifaceted activity that ultimately seeks to investigate and analyze the political boundaries of Southeast Asia, Middle East, and South Asia and how they correspond (or not) to both the history of European imperialism and the demographic data (i.e. ethnic groups, religious communities, linguistic geography, etc.) of the continent.</p> <ul style="list-style-type: none"> <li>• Students, working in groups, will begin the assessment by engaging in research of modern demographic trends for the aforementioned Asian sub regions. Research questions should include, but will not be limited to... What are some of the largest ethnic groups found in these sub regions and where are they located? Where are the major concentrations of Sunni Muslims? Shia Muslims? Jews? Etc. What language families are spoken throughout these sub regions and where are they located?</li> <li>• Students will then create a new map of these Asian sub regions, irrespective of the political boundaries as currently constituted. Students will be advised to create new countries that better adhere to demographic realities on the ground. For each country created, students must provide an explanation that clearly stipulates why they drew the boundaries as such. Students should present their maps to the class and discuss similarities and differences amongst the various groups. Why do the boundaries exist? What considerations were at the fore of the decision-making process?</li> <li>• A thorough comparative analysis of the student maps and the political map of contemporary Asia should be facilitated by the instructor. Students will be asked to identify differences and assess why said differences exist. Analyze the strengths and weaknesses of the fictional maps and the true map of Asia, relying heavily on historical data to bolster arguments and contentions.</li> <li>• The culminating activity will be a mock conference that is meant to mirror the Berlin Conference of 1884, where the modern boundaries of Africa were delineated exclusively by European imperial powers. The mock conference, however, will be applied to the aforementioned sub regions of Asia. During the mock conference, students will have to work collaboratively to reach consensus on the new boundaries of the Asian continent. Students will draw on historical data and their newly-created maps to negotiate new political boundaries. Students will also identify contemporary Asian trends and address the impact European imperialism may or may not have had on them.</li> </ul>

**TARGETED UNIT STANDARDS**

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
assimilation Balfour Declaration Berlin Conference of 1884-1885 direct/indirect rule “Great Game” Industrial Revolution “Scramble for Africa” Sykes-Picot Agreement	Compare the political boundaries of pre-colonial Africa with those that followed the “New Imperialism” of the late-19th century (DOK 2) Assess the impact of European involvement in early-20th century China and the effect it had on the development of the Chinese state and its boundaries (DOK 3) Investigate the impact of direct and indirect rule on both colonial people and imperialist rulers (DOK 3)	6.2.12.B.3.a Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
Anti-Secession Laws Chechnya Communism Uighurs	Analyze and critique contemporary policy towards ethnic minorities in targeted Asian nations (DOK 4)	6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.
(Varied based on students’ unique case study)	Design a unique policy solution to a contemporary challenge facing Asian or African nations (DOK 4)	6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
Chechnya Igbo, Ibibio, Efik, And Ogani Janjaweed Kurds Uighurs	Design country profiles that analyze targeted African and Asian governments’ policies toward ethnic and religious minorities; using sources that represent the government’s official position, the viewpoint of member of the minority community, and other diverse voices (DOK 4)	RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
(Varied based on students’ unique case study)	Design a unique policy solution to a contemporary challenge facing Asian or African nations (DOK 4) Create new maps of the Asian and African continents and analyze whether demographic realities correspond to modern boundaries. (DOK 4)	WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**HONORS REGIONAL STUDIES 2: ASIA AND AFRICA****DURATION:****UNIT 2: Addressing Inequality: Designing Policy in the Developing World****28-32 sessions****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will design focused, comprehensive policy initiatives that address development challenges facing targeted African and Asian societies, while drawing on historical phenomena to properly contextualize the issue.

**ENDURING UNDERSTANDINGS****ESSENTIAL QUESTIONS**

EU1: Multiple African nations face myriad economic, demographic, and social challenges in their efforts to create modern, developed societies.

EQ1: Why do some nations find it difficult to modernize and develop?

EU2: The many regions that constitute Asia have developed disproportionately over the last century, presenting specific economic and political challenges for each.

EQ2: Why do nations that share geographic proximity sometimes develop in radically different ways?

EU3: Government policy is often the product of divergent interests coalescing around a negotiated consensus.

EQ3: How do contrasting political perspectives and agendas fuse into a singular policy?

**UNIT LEARNING SCALE**

4	In addition to score 3 performances, the student can: <ul style="list-style-type: none"><li>● connect solutions proposed to address unique challenges in Africa and Asia to other nations and regions around the globe.</li></ul>
3	The student can: <ul style="list-style-type: none"><li>● assess complex political, social, cultural, and economic challenges facing each respective region and clearly articulate the myriad factors that contribute to them;</li><li>● construct unique solutions to complex problems in Africa and Asia;</li><li>● differentiate between challenges that exist in each respective region and others around the globe.</li></ul>
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

**COMMON ASSESSMENT**

<b>ALIGNMENT</b>	<b>DESCRIPTION</b>
6.2.12.C.3.e 6.2.12.C.5.d 6.2.12.D.4.c 6.3.12.D.2 WHST.11-12.1	<p>Working in groups, students will represent various regions of Asia and Africa (e.g. Horn of Africa nations, Southeast Asian nations, North African nations, nations of the Arabian Peninsula, etc.). Groups will be presented with a development issue currently afflicting a specific area of the world outside of Asia and Africa (e.g. political and economic instability in South America and its impact on development, etc.) and apply these scenarios to their particular sub regions. That is to say, students will be asked to determine how political actors and organizations in their sub regions might deal with the issue currently transpiring elsewhere. This activity requires students to apply broad conceptual notions of political science and diplomacy previously learned in the Global Studies Magnet Program as well as this course and make connections across cultures and nations. Students will then be asked to compare the issue to one currently affecting their sub region.</p> <p>Students will create a formal policy proposal clearly stipulating how they, as political actors representing a sub region of Asia/Africa, will tackle the issue being discussed. In addition, students should postulate theories about future trends in their particular topic. Topics will vary, of course, based on contemporary trends and developments. The final product of said activity can vary.</p> <p>Students may:</p> <ul style="list-style-type: none"><li>• engage in student-led Socratic discussion as groups present their detailed policy proposal before the entire class;</li><li>• digital presentations that lay out a detailed analysis of the policy proposal;</li><li>• produce written, comprehensive crisis resolution policy drafts that thoroughly explain their proposal and reflect the style and form of legal political documents.</li></ul>

TARGETED UNIT STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
Congo Free State East India Company International Monetary Fund King Leopold II LDC MDC Suez Canal World Bank	Compare economic trends in African and Asian nations both prior to and after European colonization (DOK 2)  Cite evidence that connects modern economic challenges in Africa and Asia to the legacy of European interference in the internal affairs of these regions (DOK 3)	6.2.12.C.3.e Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
1989 Revolutions Algeria's FLN apartheid Jomo Kenyatta Kwame Nkrumah Mao Zedong Mikhail Gorbachev Mohandas Gandhi Mumbo Cult Nelson Mandela Robert Mugabe Vladimir Lenin	Analyze and compare specific 20th century revolutions in both Asia and Africa (DOK 3)  Analyze how the revolutionary ethos of various Asian and African revolutionaries had a lasting impact on a global scale (DOK 3)	6.2.12.D.4.c Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.
Gender-Related Development Index Human Development Index Less-Developed Countries (LDC)	Design unique solutions to contemporary challenges faced by targeted nations in Africa and Asia (DOK 4)	6.2.12.C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
<p>Gender-Related Development Index Human Development Index Less-Developed Countries (LDC)</p>	<p>Design unique solutions to contemporary challenges faced by targeted nations in Africa and Asia (DOK 4)</p>	<p>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</li> <li>E. Provide a concluding paragraph or section that supports the argument presented.</li> </ul>
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
<p>(Varied based on student’s continuing analysis of contemporary developments in each respective region)</p>	<p>Analyze the evolution of specific modern developments in focused countries in Africa and Asia (DOK 4)</p>	<p>6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</p>



