

Course of Study

American History

Warren County Career Center

**3525 North State Route 48
Lebanon, Ohio 45036**

Adopted 4-26-06

*This document is for the use of the staff at Warren County Career Center.
Credit is given the designer of the template, Upper Valley JVS, Piqua, Ohio.*

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Acknowledgements

American History Warren County Career Center

We would like to take this opportunity to express our gratitude to the following people for their guidance and support in the preparation of this course of study:

Warren County Career Center Administrative Team
Warren County Educational Service Center
Mr. Charles Miker
Mr. Ed Stangel
Mr. Mark Brown
Mr. Jim Cargo
Mr. Mark Rogal

***Warren County Career Center
Resolution Of School Board Approval***

WHEREAS, representatives of the Social Studies Department of the Warren County Career Center have reviewed the Course of Study; and

WHEREAS, this Course of Study is based upon Academic Content Standards adopted by the State of Ohio for the American History program; and

WHEREAS, the Social Studies Department have reviewed and added competencies as needed to address local labor market needs and trends in the industry;

NOW, THEREFORE, BE IT RESOLVED, in accordance with the Superintendent's recommendation, that the Warren County Career Center adopt the American History Course of Study.

District Superintendent

Date

President, Board of Education

Date

Statement of Recommendation

The Social Studies Department at Warren County Career Center has reviewed this course of study and recommends it for use as the foundation for instruction in the American History class.

The developers of this course of study have considered local labor market needs and the school's ability to offer specialized programs. The competencies have been reviewed and accepted as being congruent with our school's vision, mission, and strategic goals. When appropriate, additional competencies related to the program area have been incorporated into this course of study.

Achievement of technical competencies, utilizing proper attitudes, and demonstrating appropriate values are critical for successful employment and for furthering educational opportunities within a student's chosen field. We believe that this course of study adequately and correctly focuses upon student development.

This course of study is recommended on: 4-26-06

Warren County Career Center Vision Statement

WCCC is the valued partner of choice within the educational and economic systems of our communities, by providing quality academic and career technical education.

We pave the way for a future of opportunities unique to each of our learners.

Warren County Career Center Mission Statement

To prepare youths and adults to make informed career choices and to successfully enter, compete, and advance in a changing work world.

Warren County Career Values

- Communicating openly and honestly
- Taking ownership of personal actions and being held accountable for results
- Upholding and demonstrating high ethical, educational and fiscal standards
- Exhibiting high levels of professionalism
- Providing high quality instruction and highly qualified staff to ensure success for all learners
- Making quality customer service a high priority
- Promoting partnerships and a team environment
- Celebrating team and individual achievements
- Using data to drive planning, decision making and actions

Course Design

Courses are designed to reflect career-focused education, which combines high-level academics with real-life technical skills. The intent is to maximize a student's present and future academic and career success.

Career-focused education enhances the integration of academic and technical skills, designs programs that prepare students with transferable skills and promotes each student's career opportunities.

Course Philosophy

We believe that the American History courses at the Warren County Career Center are designed to help students develop the ability to make informed and reasoned decisions for themselves and community at large. This course is designed to enable students to learn about significant people, places, events and issues. It also emphasizes the past in order to understand the current prevalent present issues and concerns of our nation. American History class helps develop the students' ability to act responsibly and to prepare students for their role as citizens. In addition, it reinforces critical thinking skills, helping students to become successful problem solvers in an interdependent society of unlimited resources and decision makers in a diverse and democratic society

Course Goals

The course goals for American History are to:

- Develop cultural and political awareness,
- Understand patterns of continuity and change,
- Study causal relationships of historical events
- Identify significant historical figures and their impact,
- Understand intellectual, political, and reform movements,
- Use primary and secondary source analysis,

Course Description

The American History course is offered to students in the 11th and 12th grade at the Warren County Career Center. It is taught as a required class for graduation in a 45-minute daily class period. Students spend 1 year in the course, and earn 1 social studies credit upon completion. Prerequisites are World History taken by students during grades 9, 10. Recommended electives are a full Economics course, as well as Sociology and Psychology. The class covers the period of time between the Civil War and present day. The content standards and benchmarks for the 11th and 12th grade Social Studies scope and sequence for the State of Ohio are followed in this course as guidelines. These standards were adopted in December 2002.

U.S. History examines significant eras of United States history (Reconstruction through present day) to develop understanding and recognize cause and effect relationships. It examines the impact of individuals, key events, and stages in society.

Academic and Technical Integration

Expectations of curriculum must be aligned with what is written, taught, assessed, and reported. Student expectations focus on active, project-centered learning—an approach to learning that emphasizes a connection between ideas in a discipline and the outside world. Educational programming and course content will clearly connect career and post-secondary opportunities. At the Warren County Career Center, the main goal is to design courses and projects that use strategies for authentic instruction. These characteristics of instruction focus on deep understanding, established opportunities for concept connections, provide anticipatory and abstract thinking, and emphasize genuine application.

The academic courses at the WCCC follow the state model curricula. They are designed to meet both associate school and state requirements. These standards respond to the need to improve student achievement, quality of curriculum and instruction, and strengthen school and community relationships.

Technology

The Warren County Career Center board and staff believe that technology skills are essential for all students to achieve in the 21st century. It is the goal of this district to infuse technology into all facets of education:

- Instruction
- Assessment
- Administration
- Career planning
- Course design
- Professional development

Strategies to incorporate technology into all facets of education are a priority of the district and there is commitment to a continual process to provide updated hardware, software, and professional development for staff members for the purpose of providing a high quality education, with the integration of technology, for all students.

Students Served

The population served by this program are juniors and seniors at the Warren County Career Center.

Scope and Sequence

I. IMMIGRATION, INDUSTRIALIZATION & IMPERIALISM

- A. Identify reasons for foreign immigration to America
- B. Review contributions made by immigrants to the American culture
- C. List the benefits and problems of the industrial revolution
- D. Examine the need for worldwide expansion

II. WORLD WAR I

- A. Explain the causes of World War I
- B. Identify the strategies used by the allies to win World War I
- C. Examine the impact of the industrial revolution on weapons of the day
- D. List the effects of the Treaty of Versailles on Germany as a prelude to W.W. II
- E. Describe the events that contributed to the “lost generation’s” art and literature

III. FROM BOOM TO BUST: THE TWENTIES AND THIRTIES

- A. Identify the economic causes of the Great Depression
- B. Review the effect the Great Depression had on American society
- C. Identify actions taken by the federal government to help the American people
- D. Identify government actions to help rebuild the American economy
- E. Review the impact of these New Deal programs on society today
- F. Describe the role of jazz music and its impact on society

IV. WORLD WAR II

- A. List the reasons for the rise of Nazism; is there application today
- B. Determine actions and strategies taken by the allies to win the war
- C. Appraise the impact of decolonization on international stability after W.W. II
- D. Determine the role of the United Nations on international stability

V. THE COLD WAR AND THE THIRD WORLD

- A. Explain America’s attempts to rebuild Europe and Asia after W.W. II
- B. Examine the spread of communism throughout the world
- C. Recognize the effect of the Cold War on U.S. foreign and domestic policies
- D. Investigate the role of nuclear weapons on the U.S. and communist block

VI. RADICAL CHANGE: THE SIXTIES

- A. Determine the cause and effect of U.S. involvement in Vietnam
- B. Identify accomplishments of the civil rights movement
- C. Review the Great Society programs and their impact today
- D. Analyze consumer and environmental protection movements and their impact today

VII. THE TECHNOLOGICAL REVOLUTION

- A. Explain the impact of the computer revolution on business and industry
- B. Determine how science helps us see the world differently by the end of the century
- C. Explain how space exploration impacts our quality of life
- D. Predict how advances in communication will change the way we live

VIII. THE UNITED STATES AND THE MIDDLE EAST

- A. Determine the impact of the state of Israel on Arab nationalism
- B. Explain how the fear of a Soviet presence determined U.S. foreign policy
- C. Identify the causes and impact of the Gulf War
- D. Analyze the relationship between religious fundamentalism and terrorism

IX. A NEW WORLD ORDER

- A. Determine the impact of the collapse of communism on foreign policy
- B. Examine the impact of the Office of Home Land Security on civil rights
- C. Predict the effect of the European Union on our market economy
- D. Predict what the role of global leadership will be for the United States

TECHNOLOGY STANDARDS

Standard 1: Nature of Technology

Students develop an understanding of technology, its characteristics, scope, core concepts* and relationships between technologies and other fields.

Benchmark A: Synthesize information, evaluate and make decisions about technologies.

Benchmark B: Apply technological knowledge in decision-making.

Benchmark C: Examine the synergy between and among technologies and other fields of study when solving technological problems.

Standard 2: Technology and Society Interaction

Students recognize interactions among society, the environment and technology, and understand technology's relationship with history. Consideration of these concepts forms a foundation for engaging in responsible and ethical use of technology.

Benchmark A: Interpret and practice responsible citizenship relative to technology.

Benchmark B: Demonstrate the relationship among people, technology and the environment.

Benchmark C: Interpret and evaluate the influence of technology throughout history, and predict its impact on the future.

Benchmark D: Analyze ethical and legal technology issues and formulate solutions and strategies that foster responsible technology usage.

Benchmark E: Forecast the impact of technological products and systems.

Standard 3: Technology for Productivity Applications

Students learn the operations of technology through the usage of technology and productivity tools.

Benchmark A: Integrate conceptual knowledge of technology systems in determining practical applications for learning and technical problem-solving.

Benchmark B: Identify, select and apply appropriate technology tools and resources to produce creative works and to construct technology-enhanced models.

Standard 4: Technology and Communication Applications

Students use an array of technologies and apply design concepts to communicate with multiple audiences, acquire and disseminate information and enhance learning.

Benchmark A: Apply appropriate communication design principles in published and presented projects.

Benchmark B: Create, publish and present information, utilizing formats appropriate to the content and audience.

Benchmark C: Identify communication needs, select appropriate communication tools and design collaborative interactive projects and activities to communicate with others, incorporating emerging technologies.

Standard 5: Technology and Information Literacy

Students engage in information literacy strategies, use the Internet, technology tools and resources, and apply information-management skills to answer questions and expand knowledge.

Benchmark A: Determine and apply an evaluative process to all information sources chosen for a project.

Benchmark B: Apply a research process model to conduct research and meet information needs.

Benchmark C: Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources.

Benchmark D: Evaluate choices of electronic resources and determine their strengths and limitations.

Standard 6: Design

Students apply a number of problem-solving strategies demonstrating the nature of design, the role of engineering and the role of assessment.

Benchmark A: Identify and produce a product or system using a design process, evaluate the final solution and communicate the findings.

Benchmark B: Recognize the role of teamwork in engineering design and of prototyping in the design process.

Benchmark C: Understand and apply research, development and experimentation to problem-solving.

Standard 7: Designed World

Students understand how the physical, informational and bio-related technological systems of the designed world are brought about by the design process. Critical to this will be students' understanding of their role in the designed world: its processes, products, standards, services, history, future, issues and career connections.

Benchmark A: Classify, demonstrate, examine, and appraise energy and power technologies.

Benchmark B: Classify, demonstrate, examine and appraise transportation technologies.

Benchmark C: Classify, demonstrate, examine and appraise manufacturing technologies.

Benchmark D: Classify, demonstrate, examine and appraise construction technologies.

Benchmark E: Classify, demonstrate, examine and appraise information and communication technologies

Benchmark F: Classify, demonstrate, examine and appraise medical technologies.

Benchmark G: Classify, demonstrate, examine and appraise agricultural and related biotechnologies.

Performance Measures/Student Assessment/Instructional Strategies

Assessments/Evaluations

- Observations
- Demonstrations
- Portfolios
- Standardized Tests
- Class Assignment
- Quizzes/Tests/Exams

Instructional Strategies

- Teacher-Directed & Student-Centered Activities
- Case Study Problem Solving
- Cooperative Learning
- Project-Based Learning
- Career-Based Learning (Internships/Shadowing/Placement)
- Community-Based Learning (CTSOs and Other)
- Exploratory Learning
- Independent Research
- Team Teaching

Content Specific Strategies