

# ***Course of Study***

*Modern American and World Issues*

**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.*

# *Table of Contents*

<b>Acknowledgements .....</b>	<b>3</b>
<b>School Board Approval .....</b>	<b>4</b>
<b>Statement of Recommendation .....</b>	<b>5</b>
<b>Warren County Career Center Vision and Mission Statements and Values.....</b>	<b>6</b>
<b>Course Design.....</b>	<b>7</b>
Course Philosophy .....	7
Course Goals.....	8
Course Description.....	9
Academic and Technical Integration .....	10
Technology .....	10
Students Served.....	11
<b>Scope and Sequence .....</b>	<b>12</b>
<b>Technology Standards .....</b>	<b>14</b>
<b>Performance Measures/Student Assessments/Instructional Strategies .....</b>	<b>17</b>

# *Acknowledgements*

## **Modern American and World Issues 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 Modern American and World Issues 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 Modern American and World Issues Course of Study.

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District Superintendent

Date

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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 Modern American and World Issues 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 it is the philosophy of the 12<sup>th</sup> grade Modern American and World Issues course at the Warren County Career Center to prepare students to be life-long, active participants as citizens in the American democracy. This includes fostering a desire for involvement as voters, consumers, producers, and community members. It is also part of the philosophy to create in students an awareness of the impact of local, state, national, and international events on their lives as stakeholders in the American government system. To achieve these outcomes, students are expected to complete all teacher-assigned tasks inside and outside the classroom as they relate to the Modern American and World Issues course of study. Students' performance on these assignments will be evaluated by the course instructors. Reading, writing, critical thinking, test taking, and research techniques will be utilized to facilitate student success.

## ***Course Goals***

The course goals for Modern American and World Issues are to:

1. Examine national events
2. Examine world events
3. Integrate various sources of current events and determine the impact of current events on the American people and their government.
4. Identify significant leaders and political movements.
5. Identify causal relationships of historical events.
6. Illustrate the use of map skills
7. Evaluate foreign affairs and resolutions.
8. Understand legal issues.

## ***Course Description***

The Modern American and World Issues course is taught on a 45 minute class period schedule at the Warren County Career Center as a year long course. Students earn 1 social studies credit upon completion. This can be adapted to a semester course to accommodate students who only wish to earn ½ credit. Prerequisites are the required World and American History courses taught in 8<sup>th</sup> and 10<sup>th</sup> grades. This is an elective course that should be offered to students in 11<sup>th</sup> grade.

The core of this course is contemporary American History beginning with the end of the Vietnam War and Watergate to present. These events of recent history impact students' lives the most as they prepare for American citizenship participation. The sequence of the course is reversed from usual history course, however. The first unit covers current events and flows back through the remainder of the 21<sup>st</sup> century to the 1990's, 1980's, 1970's, 1960's, 1950's, and 1940's. Emphasis is placed on political movements, leaders, legal issues, foreign affairs, national and international conflicts and their resolutions, and economics. World Geography is also applied to these areas with special attention given to the Middle East, Asia, and Europe. Current events are a component of this course through the use of various periodicals.

## *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 21<sup>st</sup> 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 is juniors and seniors at the Warren County Career Center.

## *Scope and Sequence*

- I. Entering a New Era, 1992 to the present*
  - A. Explain politics in the 1990's*
  - B. Evaluate the United States in a new world*
  - C. Analyze twenty-first century Americans*
  
- II. The Conservative Revolution, 1980 – 1992*
  - A. Understand the roots of the new conservatism*
  - B. Analyze the Reagan revolution*
  - C. Critique Reagan's second term*
  - D. Evaluate the Bush presidency*
  
- III. Nixon, Ford, Carter, 1969 – 1981*
  - A. Analyze the Nixon administration*
  - B. Critique Nixon's foreign policy*
  - C. Understand the crises of 1968*
  - D. Explain the watergate scandal*
  - E. Assess the Ford administration*
  - F. Recognize the Carter transition*
  - G. Explain Carter's foreign policy*
  - H. Understand Carter's domestic issues*
  
- IV. The Vietnam War, 1954 – 1975*
  - A. Understand the deepening American involvement*
  - B. Discuss the brutalities of war*
  - C. Identify student protests*
  - D. Explain the counterculture*
  - E. Analyze the end of the war*
  
- V. The Era of Activism, 1960 – 1975*
  - A. Analyze the women's movement*
  - B. Understand that ethnic minorities seek equality*
  - C. Understand Native American struggles*
  - D. Analyze the environmental movement*
  
- VI. The Kennedy and Johnson Years, 1961-1969*
  - A. Explain the New Frontier*
  - B. Explain the Great Society*
  - C. Critique foreign policy in the early 1960's*
  
- VII. The Civil Rights Movement, 1950 – 1968*
  - A. Define leaders and strategies from 1950 - 1968*
  - B. Understand how the struggles intensify*
  - C. Evaluate the political response*
  - D. Understand the challenge of black power*

**VIII. *The Post War Years at Home, 1945 – 1960***

- A. *Understand the postwar economy***
- B. *Discuss the mood of the 1950s***
- C. *Evaluate domestic politics and policy***
- D. *Understand Demands for Civil Rights***

**IX. *The Cold War, 1945 – 1960***

- A. *Explain origins of the Cold War***
- B. *Analyze the Cold War Abroad and at Home***
- C. *Evaluate how the Cold War Expanded***

***Geography***

- I. *Identify the Middle East region***
- II. *Locate Asia and the Pacific Rim***
- III. *Identify Europe***

# ***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**