

Course of Study

Global Conflicts
Social Studies

Warren County Career Center

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

Adopted 08-16-07

*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

Acknowledgements	3
School Board Approval	4
Statement of Recommendation	5
Warren County Career Center Vision and Mission Statements and Values.....	6
Course Design.....	7
Course Philosophy	7
Course Goals	8
Course Description.....	9
Academic and Technical Integration	10
Technology	10
Students Served.....	11
Scope and Sequence	12
Technology Standards	17
Performance Measures/Student Assessments/Instructional Strategies	20

Acknowledgements

Global Conflicts Social Studies 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. Mark Brown
Mr. Mark Rogal
Mr. Ed Stangel
Mr. Jim Cargo
Mrs. Kelli Eschbach
Mr. Todd Paul

***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 Global Conflicts Social Studies program; and

WHEREAS, the Social Studies Department has 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 Global Conflicts Social Studies 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 Global Conflicts Social Studies 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: 08-16-07

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

- Treating each other with respect, dignity, trust and mutual value
- 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
- Embracing educational opportunities for change and diversity

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 Social Studies 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. Social Studies 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 Global Conflicts Social Studies 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

This course will examine the major Global Conflicts after World War II, The Cold War, The Korean War, The Bay of Pigs Invasion, The Cuban Missile Crisis, The Vietnam War, The Persian Gulf War and The War in Iraq. The primary focus of the course will be an in-depth study of the similarities and the differences, the causes and the results of these Global Conflicts in World History.

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 is juniors and seniors.

Scope and Sequence

Global Conflicts Social Studies

1. Explain how the Cold War and related conflicts influenced U.S. foreign policy after 1945 with emphasis on:
 - a. The Marshall Plan;
 - b. Communist containment, including the Truman Doctrine, Berlin Blockade and Cuban Missile Crisis;
 - c. The Korean War, The Vietnam War, The Persian Gulf War, and The War in Iraq.
2. Analyze the causes of World War II including:
 - a. Appeasement;
 - b. Axis expansion;
 - c. The role of the Allies.
3. Analyze the consequences of World War II including:
 - a. Atomic weapons;
 - b. Civilian and military losses;
 - c. The Holocaust and its impact;
 - d. Refugees and poverty;
 - e. The United Nations;
 - f. The establishment of the state of Israel.
4. Analyze the impact of conflicting political and economic ideologies after World War II that resulted in the Cold War including:
 - a. Soviet expansion in Eastern Europe;
 - b. The division of Germany;
 - c. The emergence of NATO and the Warsaw Pact;
 - d. The Chinese Communist Revolution.
5. Examine social, economic and political struggles resulting from colonialism and imperialism including:
 - a. Independence movements in India, Indochina and Africa.
 - b. Rise of dictatorships in former colonies.
6. Explain the causes and consequences of the fall of the Soviet Union and the end of the Cold War including:
 - a. The arms build-up;
 - b. Ethnic unrest in the Soviet Union;
 - c. Independence movements in former Soviet satellites;
 - d. Global decline of communism.
7. Examine regional and ethnic conflict in the post-Cold War era including:
 - a. Persistent conflict in the Middle East;
 - b. Ethnic strife in Europe, Africa and Asia.

8. Explain the global impact of imperialism including:
 - a. Modernization of Japan;
 - b. Political and social reform in China
 - c. Exploitation of African resources.

9. Analyze examples of how people in different cultures view events from different perspectives including:
 - a. Creation of the state of Israel;
 - b. Partition of India and Pakistan;
 - c. Reunification of Germany;
 - d. End of apartheid in South Africa.

10. Analyze the results of political, economic, and social oppression and the violation of human rights including:
 - a. The exploitation of indigenous peoples;
 - b. The Holocaust and other acts of genocide, including those that have occurred in Armenia, Rwanda, Bosnia and Iraq.

11. Explain how advances in communication and transportation have impacted:
 - a. Globalization;
 - b. Cooperation and conflict;
 - c. The environment;
 - d. Collective security;
 - e. Popular culture;
 - f. Political systems;
 - g. Religion

12. Interpret data to make comparisons between and among countries and regions including:
 - a. Birth rates;
 - b. Death rates;
 - c. Infant mortality rates;
 - d. Education levels;
 - e. Per capita Gross Domestic Product (GDP).

13. Explain how differing points of view play a role in conflicts over territory and resources.

14. Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.

15. Explain the causes and consequences of urbanization including economic development, population growth and environmental change.

16. Analyze the social, political, economic and environmental factors that have contributed to human migration now and in the past.

17. Describe costs and benefits of trade with regard to:
 - a. Standard of living;
 - b. Productive capacity;

- c. Usage of productive resource
 - d. Infrastructure.
18. Explain how changing methods of production and a country's productive resources affect how it answers the fundamental economic questions of what to produce, how to produce, and for whom to produce.
19. Analyze characteristics of traditional, market, command and mixed economies with regard to:
- a. Private property;
 - b. Freedom of enterprise;
 - c. Competition and consumer choice;
 - d. The role of government.
20. Analyze the economic costs and benefits of protectionism, tariffs, quotas and blockades on international trade.
21. Explain how various systems of governments acquire, use and justify their power.
22. Analyze the purposes, structures and functions of various systems of government including:
- a. Absolute monarchies;
 - b. Constitutional monarchies;
 - c. Parliamentary democracies;
 - d. Presidential democracies;
 - e. Dictatorships;
 - f. Theocracies
23. Analyze and evaluate the influence of various forms of citizen action on public policy including
- a. The independence movement in India;
 - b. The fall of communism in Europe
 - c. The end of apartheid.
24. Describe and compare opportunities for citizen participation under different systems of government including:
- a. Absolute monarchies;
 - b. Constitutional monarchies;
 - c. Parliamentary democracies;
 - d. Presidential democracies;
 - e. Dictatorships;
 - f. Theocracies.
25. Analyze how governments and other groups have used propaganda to influence public opinion and behavior.
26. Detect bias and propaganda in primary and secondary sources of information.

27. Evaluate the credibility of sources for:
 - a. Logical fallacies;
 - b. Consistency of arguments;
 - c. Unstated assumptions;
 - d. Bias.

28. Analyze the reliability of sources for:
 - a. Accurate use of facts;
 - b. Adequate support of statements;
 - c. Date of publication

29. Develop and present a research project including:
 - a. Collection of data;
 - b. Narrowing and refining the topic;
 - c. Construction and support of the thesis.

30. Analyze the perspectives that are evident in African-American, American Indian and Latino art, music, literature and media and how these contributions reflect and shape culture in the United States.

31. Demonstrate knowledge of political, economic, social and cultural aspects of independence movements and development efforts as detailed in the learning objectives below.
 - a. Analyze the independence movement in India, the role of Gandhi, and the effectiveness of civil disobedience in this revolution.
 - b. Analyze the struggle for independence in African nations.
 - c. Explain how international conditions contributed to the creation of Israel and analyze why persistent conflict exists in the region.
 - d. Analyze how Middle Eastern protectorate states achieved independence from England and France in the 20th Century, and the current day significance of the oil reserves in this region.
 - e. Understand the reasons for the rise of military dictatorships and revolutionary movements in Latin America .

32. Demonstrate knowledge of significant political and cultural developments of the late 20th Century that affect global relations as detailed in the learning objectives below.
 - a. Examine human rights principles and how they have been supported and violated in the late 20th Century.
 - b. Describe and analyze processes of “globalization” as well as persistent rivalries and inequalities among the world’s regions, and assess the successes and failures of various approaches to address these.

33. Identify challenges and opportunities as we enter the 21st Century.
 - a. Demonstrate knowledge of the continuing impact of September 11, 2001

34. Demonstrate knowledge of major events and outcomes of the Cold War as detailed in the learning objectives below.
 - a. Explain how Western Europe and Japan recovered after World War II.
 - b. Explain key events and revolutionary movements of the Cold War period and analyze

their significance, including the Berlin Wall, the Berlin airlift, Korean War, Cuban Missile Crisis, Sputnik, the Vietnam War, and the roles of the U.S. and Soviet Union in ending the Cold War.

- c. Assess the impact of nuclear weapons on world politics.
- d. Identify contributions of world leaders of this time period.

35. Analyze President Bush's foreign policy successes, including the end of the Cold War and victory in the Persian Gulf War.

36. Analyze President Clinton's foreign policy successes.

37. Analyze President George W. Bush's foreign policy successes, including the War in Iraq.

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