

Course of Study

ENGLISH III

Warren County Career Center

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

Adopted 12-15-05

*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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English III Program Warren County Career Center

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Warren County Career Center Administrative Team
Warren County Educational Service Center
Mr. David Cummings – Teacher
Mrs. Bonnie Burkhart – Teacher
Mrs. LeAnna Kincer – Teacher
Mrs. Linda Little – Teacher
Mrs. Lisa Johnson -Teacher

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

WHEREAS, representatives of the Career-Technical Advisory Committee of the Warren County Career Center have reviewed the English III Course of Study; and

WHEREAS, this Course of Study is based upon Integrating Technical and Academic Competencies for Career-Focused Education for the English III program; and

WHEREAS, the English III faculty and the Career-Technical Advisory Committee 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 English III Course of Study.

District Superintendent

Date

President, Board of Education

Date

Statement of Recommendation

The English III Advisory Committee at Warren County Career Center has reviewed this course of study and recommends it for use as the foundation for instruction in the English III 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: 12-15-05

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 Center Goals of High Schools That Work

- To increase the mathematics, science, communication, problem-solving, and technical achievement and the application of learning for career-bound students to the national average of all students.
- To blend the essential content of traditional college preparatory studies – mathematics, science, and language arts – with quality vocational and technical studies by creating conditions that support school leaders, teachers, and counselors in carrying out the key practices.
- The HSTW initiative is built on 10 Key Practices. Refer to the Southwest Region website: <http://www.hstwohioregions.org/~southwest/index.html>

Warren County Career Center Key Conditions

- An organizational structure and process ensuring continuous involvement of faculty and school administrators in planning strategies to achieve the key practices.
- A school principal with strong and effective leadership who supports, encourages, and actively participates with the faculty in planning strategies to achieve the key practices.
- A system superintendent and school board who supports the faculty and school administration in carrying out the key practices. This commitment includes financial support for instructional materials, time for teachers to meet and plan, and professional development in using the key practices to improve student learning.
- Leadership from the school superintendent to involve employers and post-secondary institutions in the design and implementation of a school-based and work-based program to prepare students for post-secondary education and employment.
- A commitment from the school board to support the school eliminating the general track and replacing it with an upgraded academic core and a major.

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 all individuals, regardless of career choice, must be able to think for themselves; initiate action on their own; and direct, modify, and assess their own work.

Employers seek lifelong learners who can locate and use information.

Effective communication is essential to workplaces, communities, and families. Employees with positive communication skills contribute to organizational productivity, enhance interpersonal relationships with coworkers and clients, and create opportunities for promotion and advancement.

Technology influences every work environment. To be effective in today's workplace, individuals must be able to use the tools of technology to improve productivity and efficiency. Employers seek individuals who have developed technological skills and who stay abreast of the continuously changing technological environment.

Since work is a significant part of life, individuals need to be actively engaged in seeking a career that matches their interests, abilities, aptitudes, and skills. Career planning enhances the possibility that one's career path will lead to success and satisfaction in work. Employers seek individuals who know what they want from work and can effectively present their qualifications and skills through the job search process, including job applications and interviews. Throughout one's career, it is also important to seek continuous professional development opportunities.

In high-performance workplaces, all individuals must effectively manage a variety of resources--personal, financial, and environmental. Individuals' ability to maintain good health, contribute to a safe work environment, and manage time not only enhances personal well-being, but fosters the success of the organization or business as well.

The study of literature provides students with a background of allusion, a fascinating cultural experience, and a valuable source of style models to the twenty-first century student. English also prepares the student for college-level expository writing, with a series of assignments asking students to think critically in analyzing works of literature.

Course Goals

The course goals for English III are to:

- Prepare students to be literate members of a diverse society with the ability to communicate effectively in daily life;
- Prepare students to adapt to the ever-changing literacy demands of a highly technological society; and
- Equip students with the skills needed to participate in the public sphere as students, workers, citizens, and life-long learners.
- Increase the communication, problem-solving, and technical achievement and the application of learning for career-bound students to the national average of all students.
- Blend the essential content of traditional college preparatory studies – language arts – with quality vocational and technical studies by creating conditions that support school leaders, teachers, and counselors in carrying out the key practices.
- Set high expectations and strong support for English language arts achievement by ALL students.
- Represent literacy skills needed to make a successful transition to post-secondary education, the workplace and daily life. Reflect sound application of research on how students learn English language arts.
- Focus on important English language arts topics that are articulated through benchmarks and grade-level indicators.
- Represent a rigorous progression across grades and an in-depth study within each grade.
- Incorporate the use of technology for ALL students learning English language arts.
- Assume an integrated approach to language learning that is interactive and engaging.

Course Description

English at the Warren County Career Center involves two semesters of study. Each semester earns full English credit. English Three is taken in the junior year, English Four in the senior year. Both apply toward graduation. English includes a study of advanced grammar, literature, college-preparatory grade-level composition and research. Speaking, listening, and viewing skills are central to English studies. Students develop their communication skills further as they experiment with various types of writing. This college prep course is designed to help the student develop his/her writing and grammar skills and a working knowledge of formal essay writing. The writing process--prewrite, write, revise, write, proofread--will be emphasized. Students will be expected to use this process as they write papers in various styles and forms throughout the course. Vocabulary building will be included. This course will teach the college bound student the proper methods of organization, researching, and writing formal research papers.

During the course, students develop skills in process writing, interpreting and comparing texts, writing for different audiences and purposes, presenting and supporting an argument and synthesizing information from variety of sources. Students engage in a variety of learning tasks such as discussions, role-plays, dramatizations, group work, presentations, independent research and individual writing assignments. Various resources are used throughout the semester, including a literature anthology, novels, short stories, poetry, plays, videos and some nonfiction materials. Students will be expected to do extensive reading, analyzing, and independent researching of literary philosophies, themes, and symbols of each historical time period covered. Students are exposed to a wide range of literature and are encouraged to achieve a deeper level of understanding and analysis as they explore a broader range of literary elements and devices. Students will be strongly encouraged to think critically and creatively, both in discussion and composition.

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.

Job Shadowing/Internships/Career Placement

The Warren County Career Center Internship/Placement/Job Shadowing Program involves placing students in meaningful career-based learning experiences to complement their classroom learning. The experiences relate to student interests within their chosen career-technical program and may include job shadowing, group and individual internships, or career placement. This process is coordinated by the Educational Services/Career Pathways Department and supervised by the career-technical instructor.

Job Shadowing is designed to give the student a short-term overview of the many opportunities within a career field. Career-technical instructors confer with students to determine appropriate experiences.

Internships and Job Placement vary somewhat, but during each experience students should accomplish the following goals:

1. Work with mentors, supervisors, co-workers, and others to accomplish assigned tasks that contribute to the long- and short-term goals of the student. All aspects of the internship/placement (including dates, times, responsibilities, evaluations, etc.) will be outlined in an approved *Internship Learning Plan* that is coordinated by the career-technical instructor.
2. Apply basic skills and knowledge to “real world” business settings and learn new skills that are relevant to the career path.
3. Demonstrate a solid understanding of the basic skills outlined in the *Internship Learning Plan*.
4. Reflect upon the internship/placement/job shadowing in terms of post-secondary education/career options.

The criterion for participation in career-based learning experiences is included in the approved packet for each activity and may be obtained **by the instructor** from the Career Pathways office.

The specifics of how these opportunities are offered in this career-technical program or statement of academic support are:

Articulations and/or Accreditations

The Warren County Career Center encourages post-secondary articulation agreements and specific industry accreditations for all courses offered.

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.

Career-Technical Student Organizations

Career-Technical Student Organizations are national organizations and are part of the curriculum in each of the Career Center programs. Participation provides students with the opportunity to develop leadership skills, grow personally and professionally, and develop civic responsibilities and career-related competencies. Students have the opportunity to enhance their social awareness and to develop and enhance their understanding of business and industry.

Career-Technical Student Organization activities encourage members to learn:

- To conduct and take part in public meetings
- To buy and sell cooperatively
- To speak in public
- To solve their own problems
- To assume civic responsibilities.

Each Career Center program is involved in a Career-Technical Student Organization. These organizations provide leadership training for all members through organized activities and also unite to form a Warren County Career Center chapter for each of the Career-Technical Student Organizations. The chapters unify the training of members by offering local, regional, state, and national skill and leadership competitions.

Students Served

The population served by this program is

Careers Addressed

Scope and Sequence

Grade Eleven

Phonemic Awareness, Word Recognition and Fluency

Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.

Acquisition of Vocabulary

- | | |
|---------------------------------|---|
| <i>Contextual Understanding</i> | 1. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study. |
| <i>Conceptual Understanding</i> | 2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships. |
| | 3. Examine and explain the influence of the English language on world literature, communications and popular culture. |
| <i>Structural Understanding</i> | 4. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies). |
| <i>Tools and Resources</i> | 5. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars. |

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.

- | | | |
|-----------------------------------|---|--|
| <i>Comprehension Strategies</i> | 1 | Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. |
| | 2 | Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. |
| <i>Self-Monitoring Strategies</i> | 3 | Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. |
| <i>Independent Reading</i> | 4 | Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others). |
| | 5 | Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). |

Reading Applications: Informational, Technical and Persuasive Text

1. Analyze the rhetorical devices used in public documents, including newspaper editorials and speeches.
2. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.
3. Analyze the content from several sources on a single issue, clarifying ideas and connecting them to other sources and related topics.
4. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.
5. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.
6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.
7. Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how authors use these features to achieve their purposes and to make information accessible and usable.

8. Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedules and business memoranda) for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.

Reading Applications: Literary Text

1. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions.
2. Analyze the historical, social and cultural context of setting.
3. Explain how voice and narrator affect the characterization, plot and credibility.
4. Evaluate the author's use of point of view in a literary text.
5. Analyze variations of universal themes in literary texts.
6. Recognize characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic.
7. Analyze the characteristics of various literary periods and how the issues influenced the writers of those periods.
8. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.

Writing Processes

- Prewriting*
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
 2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).
 3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
 4. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.
 5. Use organizational strategies (e.g., notes and outlines) to plan writing.

*Drafting, Revising and
Editing*

6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

Publishing

17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

Writing Applications

1. Write reflective compositions that:
 - a. use personal experiences as a basis for reflection on some aspect of life;
 - b. draw abstract comparisons between specific incidents and abstract concepts;
 - c. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and
 - d. move from specific examples to generalizations about life.
2. Write responses to literature that:
 - a. advance a judgment that is interpretative, analytical, evaluative or reflective;
 - b. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors;
 - c. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create;
 - d. identify and assess the impact of possible ambiguities, nuances and complexities within text;
 - e. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and
 - f. provide a sense of closure to the writing.
3. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos and proposals) that:
 - a. report, organize and convey information accurately.
 - b. use formatting techniques that make a document user-friendly.
 - c. anticipate readers' problems, mistakes and misunderstandings.
4. Write informational essays or reports, including research, that:
 - a. develop a controlling idea that conveys a perspective on the subject;
 - b. create an organizing structure appropriate to purpose, audience and context;
 - c. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources;
 - d. make distinctions about the relative value and significance of specific data, facts and ideas;
 - e. anticipate and address a reader's potential biases, misunderstandings and expectations; and
 - f. provide a sense of closure to the writing.
5. Write persuasive compositions that:
 - a. articulate a clear position;

- b. support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and
 - c. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning).
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

Writing Conventions

- Spelling* 1. Use correct spelling conventions.
- Punctuation and Capitalization* 2. Use correct capitalization and punctuation.
- Grammar and Usage* 3. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns).

Research

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).
4. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes.
5. Integrate quotations and citations into written text to maintain a flow of ideas.
6. Use style guides to produce oral and written reports that give proper credit for sources, and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement.
7. Use a variety of communication techniques (e.g., oral, visual, written or multimedia reports) to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

Communication: Oral and Visual

- Listening and Viewing*
1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.
 2. Analyze types of arguments used by a speaker, such as causation, analogy and logic.
 3. Critique the clarity, effectiveness and overall coherence of a speaker's key points.
 4. Evaluate how language choice, diction, syntax and delivery style (e.g., repetition, appeal to emotion, eye contact) effect the mood and tone and impact the audience.
- Speaking Skills and Strategies*
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
 6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
 7. Vary language choices as appropriate to the context of the speech.
- Speaking Applications*
8. Deliver informational presentations (e.g., expository, research) that:
 - a. present a clear and distinctive perspective on the subject;
 - b. present events or ideas in a logical sequence;
 - c. support the controlling idea with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
 - d. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
 - e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and
 - f. draw from and cite multiple sources including both primary and secondary sources and consider the validity and reliability of sources.
 9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
 10. Deliver persuasive presentations that:
 - a. establish and develop a logical and controlled argument;
 - b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias;
 - c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority, reason, pathos and logic;
 - d. consistently use common organizational structures as

appropriate (e.g., cause-effect, compare-contrast, problem-solution); and

- e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).

Source Documents for Scope and Sequence

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

Warren County Career Center targets high performance measures and uses a variety of different ways to provide assistance to its students to achieve high level thinking skills, problem solving skills, and decision-making skills so that they can be successful in their chosen field of study. The Career Center strives to achieve high performance as measured by the Department of Education's High Performance Measures. These are: 1) Ohio Graduation Test (OGT) Rate – 90%, 2) Positive Post-Program Placement – 90%, 3) Work Keys Assessment Results – 90%, 4) Ohio Career-Technical Career Assessment (OCTCA) Results – not available, 5) Career-Technical Student Organization (CTSO) – 95%, 6) Career-Technical Passport Rate – 100%, and 7) Student Attendance – 95%.

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