COMPONENT TITLE: Steps in Time: The 19th Century America

IDENTIFIER NUMBER: 2408033

MAXIMUM POINTS: 60

GENERAL OBJECTIVE:
This professional development, Steps in Time: The 19th Century America, will provide an opportunity for selected American history teachers to gain content knowledge and enhance their instructional strategies in order to increase student achievement.

SPECIFIC OBJECTIVES:
Objective point value for each objective:
    2 points: 1-10
    3 points: 11-15
    4 points: 16-19

Within the duration of this program, participants will:
1. Identify historical figures and their contribution to history.
2. Demonstrate an understanding of how various groups: Women , Hispanics, Native Americans, African Americans, and other multicultural groups contributed to the formation of the United States of America.
3. Demonstrate an understanding of how concept maps and scaffolding can be used as an instructional tool in presenting content.
4. Demonstrate an understanding of how to use the inquiry-based method (collect, record, organize, and analyze data) to support a hypothesis.
5. Demonstrate an understanding of how social, cultural and political issues are repeated through out history.
6. Demonstrate an understanding of the social, political and cultural influences that occurred before the Civil War.
7. Compare and contrast various key issues relating to the causes of the Civil War.
8. Demonstrate the ability to understand the content of the Gettysburg Address and Emancipation Proclamation.
9. Demonstrate an understanding of the meaning and implications (political and social) of the South's succession.
10. Identify significant military, social, and cultural events related to the Civil War.
11. Identify and explain the arguments in support of the South and the North.
12. Demonstrate and understand the outcomes and ramifications of the Civil War.
13. Demonstrate and understand the causes and effects industry and technology had on the United States (political, social and economic) during the Gilded Age.
14. Identify various instructional strategies that can be used to facilitate inquiry-based instruction.
15. Demonstrate an understanding of how to implement inquiry-based instruction into American History curriculum.

16. Demonstrate the ability of how to demonstrate effective modeling of instructional strategies for colleagues.
17. Demonstrate the ability to identify research and organize resources to achieve curriculum goals.
18. Demonstrate how to infuse technology into instructional practices.
19. Demonstrate the ability to support colleagues through sharing instructional strategies and best practices.

DELIVERY PROCEDURES:

Participants will engage in facilitated interactions and activities relating to researched-based practices. These include: guest presentations from experts in the field, reading current research-based material, simulated modeled lessons, observation of specified content via technology, discussion groups, creating authentic products and written reflections.

FOLLOW-UP:

Participants will apply their learning by providing:
1. Various data affirming implementation of content knowledge and instruction.
2. Written evidence of the impact on student attitudes, learning and achievement as a result of implementation.
3. A portfolio.
4. Evidence of modeling various ideas, lessons or best-practices.
5. Documentation of computer-based technologies such as digital imaging, websites, streaming video, e-mail, word processing, presentation software, and other multimedia resources used to prepare and present lessons.

EVALUATION OF PARTICIPANTS:

Participants must demonstrate a mastery of the component's specific objectives as measured by portfolios, assessments or other valid measures. Participant will demonstrate a mastery of specific objectives.

COMPONENT EVALUATION:

The professional developer will assess the degree to which the information/activities addressed the specific objectives through a component evaluation.