Brecksville-
Broadview Heights
City School District

Curriculum Framework

Brecksville-Broadview Heights City Schools
6638 Mill Rd
Brecksville, Ohio 44141

Academic and Honors American History 2025-2026

District Leadership

Superintendent of Schools :: Jeff Harrison
Assistant Superintendent of Schools :: Brian Wycuff
Director of Teaching and Learning :: Dr. David Martin

Board of Education

Mark Dosen :: President
Ellen Kramer :: Vice President
Lisa Galek
Tish Kwiatkowski
Eva O'Mara

Acknowledgment

This document represents a strong effort on the part of the following individuals:

- Nathan Elliott
- Brian Smith

Brecksville
Broadview Heights
City School District

who we are. where we are going. what we value.

OUR MISSION

The BBHCSD exists to rigorously educate our students to the highest standards, to boldly empower our school family with exciting learning experiences, and to collaboratively engage our community to cultivate productive future citizens of a global society.

OUR VISION

The BBHCSD will be the destination district by pushing the boundaries of academic excellence and expanding innovative opportunities for students, while advocating for all, in a safe and accountable educational environment.

OUR VALUES

- We value academic excellence and providing innovative learning opportunities for all
- We value school safety and security in protocol, thought, and action to create a welcoming school climate
- We value responsible stewardship of the dynamic resources in the BBHCSD
- We value the finest educators and staff to empower our students
- We value transparent, engaging, and collaborative communications
- We value the comprehensive preparedness of our students' future success

OUR CULTURE

The BBHCSD will encourage all to Bee Your Best, Bee The Future, and Bee One Community, and will accomplish this by building safety, sharing vulnerability, and establishing a shared purpose with the values above.

Together, we will ***Protect the Banner of the BBHCSD.***

Instructional & Curricular Philosophy

The curriculum and instruction of the Brecksville Broadview Heights City School District will provide an educational program to assist all students to realize their potential to make a positive impact as contributing members of a global society. Both the curriculum and the instructional process reflect that each student is a unique individual and learner.

Students are prepared for their futures through strong curriculum and instructional practices that cultivate the *Attributes of a Bee*: Emotionally-Prepared, Future-Ready, Globally-Responsible, and Self-Reliant. Rooted in the district's mission, these competencies reflect our commitment to rigorously **educate** every student to the highest standards, boldly **empower** our school family with inspiring learning experiences, and collaboratively **engage** our community in shaping productive citizens for a global society.

Students are at the center of all we do in the Brecksville Broadview Heights City School District. We practice standards-driven curriculum and instruction in all content areas:

- We anchor all learning in Ohio's learning standards.
- We utilize data-driven, evidence-based instruction and decision making.
- We utilize assessments directly aligned to Ohio's learning standards to collect data on student growth and mastery, adjusting and adapting instruction to meet the learning needs of all students.
- We foster a culture of continuous growth in learning for both students and staff.
- We believe that learning is a lifelong pursuit and that everyone has the capacity to grow and continually learn.
- We provide supportive learning environments that encourage active engagement, curiosity, exploration, and rigorous levels of learning.

Brecksville
Broadview Heights
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EDUCATE. EMPOWER. ENGAGE.

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ATTRIBUTES OF A BEE

FUTURE READY

BBH students will become lifelong learners and acquire career knowledge along with core technical skills. Bees will be independent thinkers, problem-solvers and possess communications and listening skills.

EMOTIONALLY PREPARED

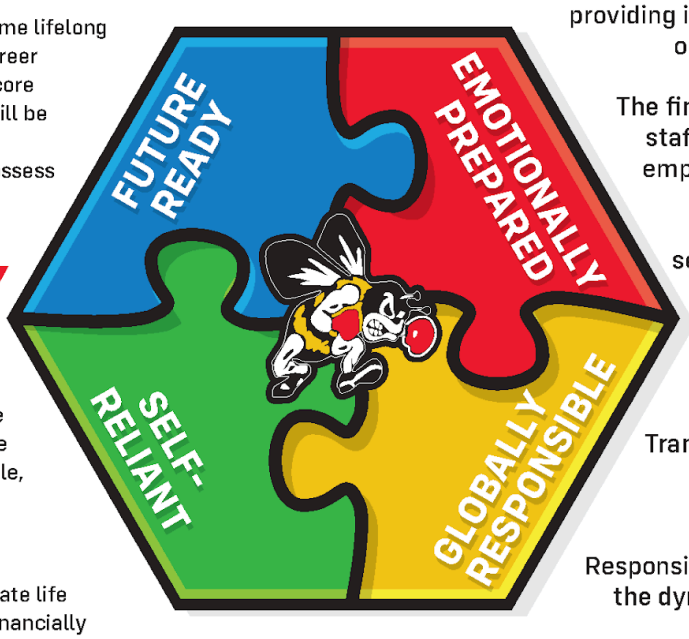
Bees will be self-aware and self-confident and have a growth mindset, while being resilient, adaptable, and flexible.

SELF-RELIANT

Bees will have appropriate life skills, be resourceful, financially savvy, and be self-directed.

GLOBALLY RESPONSIBLE

Our graduates will be engaged citizens, team collaborators, strong stewards of the environment, with broad horizons.



OUR COMMUNITY'S SCHOOL VALUES

Academic excellence and providing innovative learning opportunities for all

The finest educators and staff to constructively empower our students

School safety and security in protocol, action, thought in creating a welcoming school climate

Transparent, engaging and collaborative communications

Responsible stewardship of the dynamic resources in the BBHCSD

Comprehensive preparedness of our students' future college and career pathways

Protecting the Banner of the BBHCSD!

Academic and Honors American History

District Overview of Content

Social studies aims to cultivate civic competence: the knowledge, thinking skills, and democratic values that empower students to actively participate in society. While other disciplines contribute to this understanding, the responsibility of teaching civic competence is central to learning in social studies. Civic competence requires understanding democratic principles, local and global issues, and applying critical thinking, data analysis, collaboration, and problem-solving skills. Ohio's Social Studies standards reflect this focus by:

- Setting high expectations and providing support for all students' achievement.
- Equipping students with knowledge and skills for further education, work, and civic life in secondary education and the workplace.
- Balancing factual knowledge, conceptual understanding, and skill development.
- Highlighting crucial understandings for informed decision-making as citizens.
- Emphasizing key social studies topics.
- Ensuring a rigorous and deep learning progression of learning across grades.
- Guiding assessments and local curriculum development.
- Focusing on rigorously examining all aspects of social studies through the lenses of reason, analysis, empirical evidence and data, and academically rigorous research methodologies.

These standards prioritize preparing students to be knowledgeable, engaged, and effective citizens.

Ohio's Learning Standards for Social Studies is paraphrased from the DEW

Specific Grade Level Overview

This course examines the history of the United States of America from 1877 to the present with a review unit on our nation's founding documents.

Materials

Ohio State Learning Standards,
Ohio's State U.S. History Exams
Videos
Instructional documents

Assessments

Formative assessments
Summative assessments
Chapter tests
Ohio State Test

Content Standards

Ohio's Learning Standards for Academic and Honor American History

Scope and Sequence of Knowledge and Skills to Be Learned

Quarter 1:

Historical Thinking Skills

- 1: The use of primary and secondary sources of information includes an examination of the credibility of each source.
- 2: Historians develop theses and use evidence to support or refute positions.
- 3: Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations

Founding Documents

4 - The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.

5 - The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.

6 - The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.

7 - The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.

Industrialization & Progressivism (1877-1920)

11 - Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.

12 - Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.

Quarter 2:

Industrialization & Progressivism (1877-1920)

8 - The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.

9 - The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward

big business,and violence toward supporters of organized labor.

10 - Immigration, internal migration and urbanization transformed American life.

13 - The Progressive era was an effort to address the ills of American society stemming from industrial capitalism,urbanization and political corruption.

Foreign Affairs from Imperialism to Post World War I (1898-1930)

14 - As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.

Quarter 3:

Post World War I (1920-1930)

15 - After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.

Prosperity, Depression & the New Deal (1919-1941)

16 - Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.

17 - An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.

18 - Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.

19 - The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation,and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.

From Isolation to World War (1930-1945)

20 - During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the WesternHemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.

21 - United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.

Quarter 4:

The Cold War (1945-1991)

22 - Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.

23 - The United States followed a policy of containment during the Cold War in response

to the spread of communism.

24 - The Second Red Scare and McCarthyism reflected Cold War fears in American society.

25 - The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.

26 - The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.

Social Transformations in the United States (1945-1994)

27 - Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.

28 - The postwar economic boom and advances in science and technology, produced changes in American life.

29 - The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.

30 - Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.

The United States & the Post-Cold War World (1991-Present)

31 - Improved global communications, international trade,transnational business organizations, overseas competition and the shift from manufacturing to service industries have

impacted the American economy.

32 - The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.

33 - Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.